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ABSTRACT

A study was conducted to identify the minimum management essentials necessary for the effective administration of occupational education (OE) programs in community colleges and to make recommendations to implement the findings. A four-round Delphi process with 179 experts participating was used. Forty-nine items were identified as being essential for both entry-level and first-line OE managers and administrators. These items were subsumed under seven broad content categories: (1) philosophical base (2) practical background, current awareness; (3) budgeting skills; (4) reporting skills; (5) assessment and evaluation skills; (6) placement, planning, policy, and curriculum development; and (7) community interaction. It was recommended that: (1) the final 49 items should form the basis for describing minimum essentials for OE administrators; (2) workshops, seminars, courses, internships, and other programs should be made available for those currently managing OE programs; and (3) those involved in the selection process for OE administrators should use the results of this study as assessment criteria. (JDS)

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ORGANIZATION FOR DIRECTION AND COORDINATION OF OCCUPATIONAL EDUCATION

FINAL REPORT

1976

Sponsored by the Chancellor's Office, California Community Colleges, Sacramento

Funded under the Vocational Education Act, Part C (Research)

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EXECUTIVE SUMMARY

INTRODUCTION

In the 1973 COPES report, it was recommended that a study be initiated to identify the minimum management essentials necessary for the effective administration of occupational education programs in community colleges. This report describes the study undertaken to accomplish this. There were two objectives: the first was to identify minimum essentials, and the second was to make recommendations to implement the findings.

RESULTS

The vehicle for undertaking the project was a four-round Delphi study. Overall, 179 experts participated to some extent. They represent 76 colleges, 11 multi-college districts, and 10 participants from the Chancellor's Offices. Respondents marked items on a five-point Likert-type scale for both entry-level occupational education managers and for administrators having primary responsibility for occupational education on a campus or in a district office.

There were 49 items meeting the criteria of being "Essential" and having more than one-third of the respondents consider them primarily concerned with occupational education. In general, only those items dealing directly with inventory, supplies, and equipment were thought to be more essential for entry-level management. Areas of philosophy and of dealing with various publics, including faculty, were often deemed essential to both levels. On the other hand, items concerned with state or federal regulations, with legislation, and with dealing with top management were considered more important for the chief occupational administrator than for the entry-level administrator. A summary of the 49 items follows:

> The administrative team for occupational education should have a philosophical commitment to that field and be willing to communicate to those outside the field its importance and validity. While maintaining overall perspective, they must nevertheless be aggressive about creating or preserving equality for occupational education in terms of administrative importance, curriculum development, budget allotments, staffing, etc.
>
> Effective administrators must be able to insure that decisions, whether for curricula or staff hiring, are consistent with district, state, and/or federal policies and demands. This function must include knowledge of changes in public attitudes, changing needs, pending legislation, an awareness of personnel in state or regional offices that are supportive of occupational educational needs, and involvement in statewide regional occupational education organizations. Administrators must visit and keep up with parallel or competing programs and institutions, and coordinate activities within and between departments and campuses.

Further, managers must be comfortable with the plethora of reports, as well as the reporting and accounting procedures required by outside agencies. They must also have the ability to write grant proposals and to understand funding, tax allocation formulas, and all budgeting anomalies and sources.

Occupational education administrators must initiate and/or coordinate program and staff assessment and insure that change is consistent with overall objectives, as well as understand the value of COPES and other occupational education studies. An ability to "talk the language" of the work-oriented community, whether staff or employer, will enhance effectiveness and tie in with the ability to recommend or approve staff promotions, retentions, demotions or dismissals.

Able administrators must be conversant with the codes and classification systems in use and be well aware of manpower needs, union practices, and employment projections. Such knowledge requires constant reading of material, surveys, assessments, and socioeconomic trend information. Administrators must translate those data into meaningful and appropriate curriculum changes or remediations and be able to convey to the board, faculty, and community the reasons for such change. Both a theoretical and practical basis for occupational education programs must exist and the results of successful programs should be made available for career selection. Use of outside professional and employer groups, lay advisory boards, and regional planning human resource groups must be undertaken.

In addition to preparing an annual inventory, effective administrators must be receptive to needs expressed by the work-oriented constituency and be able to instigate needed programs (even though expensive). They must also be able to decide when weak or obsolete, but traditional, courses should be phased out. Broad contacts in business and industry must be developed as a source of information, feedback, possible faculty, program revision, cooperative education placements, and potential facilities and equipment.

Community involvement will not be confined to the advisory committee meetings needed for each occupational education program, but will also extend to articulation of the campus or district offerings with secondary schools and four-year colleges. Particular local economy effects in relation to employment trends will be taken into account.

Very important is the ability to interpret the programs and philosophy of the college to the lay public through different community segments and to bring back its concerns and needs to the college or district and sufficiently convey them to all parties, from staff to board to politician, so that something effective will result.

A content analysis was conducted on the items. They fell into seven categories.

1. Philosophical base (3 items)(Table III)
2. Practical background, current awareness (10 items)(Table IV)
3. Budgeting skills (4 items)(Table V)
4. Reporting skills (3 items)(Table VI)
5. Assessment and evaluation skills (5 items)(Table VII)
6. Placement, planning, policy and curriculum development (18 items)(Table VIII)
7. Community interaction (6 items)(Table IX)

RECOMMENDATIONS

Three recommendations appear warranted:

1. The final 49 items should form the basis for describing minimum essentials for occupational education administrators.

2. Workshops, seminars, courses, internships, and other programs should be made available for those presently engaged in managing occupational education programs. The contents should be determined by those attributes described by the final items in Tables III - IX.

3. Those involved in the selection process for occupational education administrators should use the results of this study as assessment criteria. The results may also be used as evaluative criteria for current staff.

Matrices are provided which show item differentiation between entry-level occupational education managers and those primarily responsible for occupational education administration.

Four kinds of programs for occupational education administrators are described. They deal with:

1. relating to publics
2. executive writing and reading skills
3. assessment/evaluation and research skills
4. fiscal awareness skills

Suggestions are given concerning the questions to be asked of potential occupational education administrators and methods of assessing their responses.

THE CONSORTIUM

The study was initiated jointly by the Chancellor's Office of the California Community Colleges and by Los Angeles Pierce College. It was guided by a consortium of eight members and implemented by three corrdinators.

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CHAPTER ONE: INTRODUCTION AND PROCEDURES

INTRODUCTION

The Organization for Direction and Coordination of Occupational Education (ODCOE) is a project which grew out of the Community College Occupational Programs Evaluation System (COPES) studies dealing with critical needs for improvement in occupational education. In the 1973 COPES report, seven of the eight colleges studies identified as the first priority the "Organization for effective coordination and direction of occupational education." A primary need was for a study to determine the "minimum essentials" necessary for effective administration of occupational education programs. While many studies have been conducted that deal with general administrative characteristics necessary for effective management, few have focused specifically on characteristics unique to occupational education management. A VEA Part C-funded project to deal with this issue was jointly initiated by the Chancellor's Office, California Community Colleges and by the Office of Research and Development at Pierce College, Los Angeles Community College District.

The reader should be aware at all times that this project is dealing with characteristics of college administration that are primarily concerned with, and unique to, occupational education. As a result, many essential attributes that would normally be expected to appear have been eliminated or dropped because of their general administrative applicability.

There are two ways of looking at the Organization for Direction and Coordination of Occupational Education as delineated by COPES. The first is that of hierarchical structure and governance. A simplified description of such structure in California Community Colleges commences with the chief occupational

administrators at the local level. The major communication channel between this person and the state offices is one of three regional offices in Los Angeles, Sacramento, and Oakland. The line of authority then funnels into the Chancellor's Office through his Assistant Chancellor of Occupational Education. By statute the State Board of Education has ultimate responsibility for all aspects of the administration of federally aided vocational education programs. The Board of Governors of the California Community Colleges, through cooperative agreement with the State Board of Education, is responsible for all community college programs. This Board consists of fifteen members appointed by the Governor, with three of the members, in addition to the executive officers, serving on the Joint Committee of Vocational Education. This committee comes under the direction of the State Director of Occupational Education. The foregoing is from the California State Plan for Vocational Education printed in 1973.

Insofar as hierarchical structure on a campus exists, it should be noted that, in the California Community Colleges Directory for 1975-76, there is no designated person listed for the top administrator of occupational education for 29 of the 105 colleges. When a listing is given, the words Vocational, Occupational, and Technical are used interchangeably. The breakdown of titles is as follows:

Title	No. of Schools Using Title
Vice Chancellor, Occupational Education	1
Dean of Occupational Education	23
Dean of Division of Industry and Technology	1
Associate Dean of Occupational Education	5
Associate Dean of Instruction, Occupational Ed.	11
Assistant Dean of Instruction, Occupational Ed.	5

Title	No. of Schools Using Title
Assistant Dean, Occupational Education	7
Director, Vocational Education	9
Coordinator of Occupational Education	9
Department Chairman, Technical Division	2
Aide to the President, Occupational Programs	1

As may readily be seen, the person most responsible for occupational education on a campus, as listed by the California Community Colleges Directory, is in both a line and staff position, and there is great variance in the apparent import of the title, which may or may not reflect differences in responsibility. A future study might well address structure/responsibility and the perceived importance and effectiveness of occupational education programs on the campuses studied.

The other way of looking at this issue is the one chosen for study in this project. It had two purposes. The first was to identify the minimum essentials for the effective management of occupational education programs in community colleges. Said another way, a primary purpose of the project was to determine characteristics of management, which, if lacking, would cause diminution of and detriment to the occupational education program offered by a college.

The second and equally important purpose was to make recommendations concerning the use of these identified management essentials. One potential use would be in designing pre-service or in-service programs for occupational education administrators. The results should be specific enough to be used as guidelines for such programs.

Another possible use would be in the selection of people to fill jobs on the occupational education management team on community college campuses.

Again, the results should be so specific that they could be used as guidelines, both for self-assessment of existing staff and for assessing potential candidates for occupational education administrative positions.

PROCEDURES

The Consortium

A consortium was formed to participate closely in all aspects of the project. The members were drawn from six California Community Colleges and the Chancellor's Office in Sacramento. They held a variety of positions in the community college structure. Eight consortium members and three coordinators have worked on the project from its inception in mid-January 1976. A list of the members appears below:

William D. Allen, Director of Occupational Education, Los Angeles Community College District

William M. Anderson, Consultant, Chancellor's Office, California Community Colleges, Sacramento

Ab Brown, Trustee, Riverside College

Jules Fraden, Administrative Dean of Instruction, City College of San Francisco

Martin Jack, Jr., Associate Dean of Instruction, Vocational Education, Sierra College

Gregory Ohanneson, Assistant Dean of Instruction, Occupational Education, San Jose City College

Ralph Todd, Coordinator, Management Education Program, American River College

Dale Parnell, President, San Joaquin Delta College

Coordinators:

M. Stephen Sheldon, Coordinator of Institutional Research, Los Angeles Pierce College

Margaret E. Quinn, Assistant Project Coordinator, Los Angeles Pierce College

William Morris, Consultant, Chancellor's Office, California Community Colleges, Sacramento

The Delphi Technique

To obtain a wide range of input, it was decided to involve every community college and multi-campus district office in the state. Appropriate staff members of the Chancellor's Office of the California Community Colleges, both in Sacramento and regionally, were also to be included. Although several approaches were considered, including regional campus meetings, the proposal called for the use of the Delphi technique for gathering opinion and achieving consensus. This technique was pioneered by the Rand Corporation in Santa Monica, California, in the late 1940's, through their continuing study of methods for improving decision making. Following declassification after the war, it has been used increasingly for business and educational research. Its purpose is to obtain greater consensus from experts than that obtained by other methods. It is a method of eliciting and refining group judgments without necessarily bringing individuals together in face-to-face meetings. It is achieved by having participants complete a series of questionnaires, or rounds, with controlled feedback. The number of rounds of feedback information in the Delphi technique has varied from three to six, depending on the nature of the goal of the project.

The first step in Delphi is to identify experts in the field about which consensus is required. Each questionnaire to which the experts respond is called a "round." Round One of an orthodox Delphi (frequently omitted) is to ask the defined sample of experts open-ended questions dealing with the determined subject matter. (When omitted, subject matter and/or choices are determined solely by the researchers, rather than gathered from the experts themselves; the outcome

therefore may also be anticipated by the researchers instead of being an accurate reflection of the input of experts.)

Round Two requests the respondents to make a judgment, usually on a Likert-type scale, concerning the importance of each item. The results of Round Two are redistributed to the group on Round Three, together with the reactions of their colleagues to each item. For Round Three, they are asked to respond again. If they disagree with the majority of the group, they are requested to write a minority opinion. Many "modified" Delphi studies omit this step and, in effect, "force" concurrence since the group never receives feedback with minority opinions, which might have a mitigating effect.

Round Four and/or subsequent rounds give the respondents a summary of the results of Round Three, with all minority opinions on each item. As a result of these several iterations, the experts cluster tighter and tighter and, in general, do concur about the importance of the items under consideration. Experts have said that there seems to be substantial evidence that the Delphi technique has the ability to generate responses that more accurately reflect a "true answer."

There are several obvious advantages to using the Delphi technique. Participants do not have to travel to meetings, using up valuable time and money; they do not have to do advance reading or research before responding; independent thought is guaranteed, since respondents answer individually and cannot be intimidated by the persuasive effect of arguments of those who are verbose, charismatic, or perceived as "wheels" in open debate; the biasing effect of group pressure is minimized; the time-consuming process of an open forum is avoided; the effect of group conformity or fatigue is absent; the anonymity of participants protects individual ideas from being submerged, while affording the opportunity to

re-evaluate all potential solutions and to privately change one's initial opinion; minority opinions are made available to all through methods of controlled feedback.

As Timothy Weaver stated in "The Delphi Forecasting Method," printed in the January 1971 issue of Phi Delta Kappan, Delphi..."is a very potent device for teaching people to make better decisions--decisions which account for alternative consequences--a way to enhance their capacity to think in complex ways about the future."

Data Collection and Analysis

The consortium determined that the questionnaires would be sent to the presidents of all community colleges, all superintendents of multi-campus districts, and to appropriate staff members of the Chancellor's Office. A cover letter was sent to this group, briefly explaining the project, giving the time-line, and asking the respondents to choose three participants from their campus. The first was to be the president or superintendent or his chosen on-line representative. The second was to be the person on campus or in the multi-campus district office with major responsibility for occupational education. The third was to be an entry-level manager of occupational education, such as a division head or department head responsible for supervising more than one program. (Multi-district offices were not asked to include an entry-level manager.) In this way, it was hoped that all levels of management dealing with occupational education would be represented. Three commitment statements were sent with the letter, one for each of the persons to be chosen. Previous studies have shown that the percentage of response is significantly higher when a commitment statement is used at the beginning of the project. (For instance, the Systems Characteristic Opinion Study--Delphi done in Texas

in 1975 had an 82% return of commitment statements on Round One, and a 100% return on Rounds Two and Three.) A copy of the commitment statement and of the cover letter appear in Appendix A.

On return of the commitment statements, participants were number-coded according to college, district, or Chancellor's Office and according to the level (top, middle, entry) of the respondent in his or her particular organizational structure. Respondents were sent the first of four rounds of questionnaires. The first round was deliberately open-ended and took the most time of the four to complete. The participants were asked to write statements, giving what they considered to be minimum essentials needed by occupational education administrators at the top, middle, and entry levels. They were also asked to indicate whether they felt the statement referred primarily to occupational education administrators or to administrators in general. This was to avoid the typical "laundry list" of general administrator characteristics and to force the respondents to think in terms of what they perceived as unique characteristics for occupational education administrators. Subsequent rounds referred, on the rating scale, only to two levels: first, the person primarily responsible for occupational education, and second, an entry-level occupational education manager. The intent was to focus on attributes unique to occupational education administration. However, all three levels of administration continued to respond in describing characteristics of those two levels. The cover letter and Round One appear in Appendix B.

All statements received on Round One were typed on separate filing cards and organized by general category, such as Training and Experience, Philosophy, Community Interaction, etc. Although more than 4500 statements were received, many expressed the same or similar ideas. Overlapping ideas and redundancies

were combined and, while retaining the original words (another tenet of Delphi), similar ideas were combined. This procedure reduced the number of statements to just under 300. The final process of refining the 300 to the 148 statements sent out as Round Two was undertaken by the consortium. Since the focus of the study was on the specific administration of occupational education, statements that were so general as to refer to any and all levels of general administration were eliminated (e.g., "communicates well with colleagues").

Round Two, consisting of 148 statements, was sent to each participant. Two tasks were required. First, the respondents were asked to check their position on the importance of each statement, using a five-point Likert-type scale. The five points were:

1. Essential
2. Important
3. Useful
4. Unimportant
5. No Value

The ratings were made twice, in two columns: once, describing the person having primary responsibility for occupational education, and again for an entry-level manager.

For the second task, they were asked to check a final column "Yes" if they felt the statement referred primarily to the administrators of occupational education, rather than to general administrators. A copy of the cover letter and all 148 statements appear in Appendix C. The scale, which was checked on each round, is shown following the list of statements.

Several letters or comments were received by the coordinators that dealt with the perceived bias of some of the statements. Each respondent who wrote received a letter or phone call in answer to his or her particular concern. Further, the cover letter for Round Three included a reminder of the tenet of

the Delphi technique which says that statements must be in the words of the contributor. Those statements that reflect obvious bias, impracticality, or inappropriateness fall by the wayside in the natural process of achieving consensus, as they do not usually receive the support of the majority of the group. Paramount to the effectiveness of the Delphi technique is the fact that the coordinators do not impose their own possible biases on the study by rewording or choosing "more appropriate" words and thereby possibly changing the respondents' meaning or intent. All ideas the participants were asked to rate came from the respondents themselves.

For both categories of occupational education management, means and standard deviations were computed for each statement. In addition, these descriptive statistics were computed by the respondents' position: top, middle, or entry-level manager. In that way, any obvious discrepancies or internal changes could be measured and/or compared by level and job function. Percentages were computed for each statement, showing how many and what proportion of respondents selected each place on the rating scale.

For Round Three, the percentage of respondents that chose each alternative in Round Two was written in the appropriate column. The participants were asked to mark their position again, having received the information on how their peers rated each item. In addition, participants were asked to write a brief statement or explanation if the column they checked was far from the choice of the majority. It was emphasized that all the minority opinions would be printed in the final round, so that it was important for such a minority opinion to be expressed. The cover letter and percentage responses to Round Two appear in Appendix D.

The fourth round was necessary for a complete Delphi study, as it would be the only way to measure the effect of the minority opinion. Most "modified" Delphi studies have, in effect, forced concurrence by providing only the majority opinion feedback without presenting what might be the mitigating factor of the minority opinion.

Means and standard deviations, as well as percentages, were again computed for each statement. All statements retained for the final round had to meet two criteria: first, more than a third of the respondents must have marked it as being identified primarily with occupational education; second, the majority must have considered it to be essential for the administration of occupational education. In addition, statements that were close to but did not quite meet the above criteria, yet for which a minority opinion had been written, were also retained. This resulted in a 69-item questionnaire. All minority opinions referring to an original statement were printed just below the statement described. For the final round (Round Four) participants were asked to read the minority opinion before marking their questionnaire. They were also asked to mark a final "Yes" column if they felt the statement referred primarily to the administration of occupational education. The cover letter and feedback from Round Three appear in Appendix E.

Data were again processed to obtain a final mean and standard deviation for each item, as well as the percentage that felt an item was unique to occupational education administrators. Separate information was gleaned on the influence of the minority opinions on the trend of concurrence from Round Two to Round Four. A comparison was made between the influence of minority opinions on the three managerial levels of respondents. This was done by comparing the results of Rounds Two and Three with those of Round Four.

CHAPTER TWO: RESULTS

The Sample

Overall, 76 of the 105 California community colleges (72%) participated to some extent in this study. Further, 11 of the 16 multi-college district offices (69%) and 10 of the 20 staff members (50%) of the Chancellor's Office contributed. There were 179 participants, and 83% of those who sent in commitment statements participated in at least one round. The precise number of respondents for each round appears in Table I.

TABLE I

NUMBER OF RESPONSES BY AREA:

	Round 1	Round 2	Round 3	Round 4	No. of People
College Personnel	107	113	95	102	154
District Offices	11	9	9	9	15
Chancellor's Offices	6	8	5	7	10
				Total:	179

NO. AND PERCENTAGE OF RESPONSES TO EACH ROUND BY LEVEL OF RESPONSIBILITY:

COLLEGE/DISTRICT RESPONDENTS

	Level 1 (CHANCELLOR/ PRESIDENT)		Level 2 (PRIMARY OCC.ED. RESPONSIBILITY)		Level 3 (DEPT./DIV. HEAD)		CHANCELLOR'S OFFICE		TOTAL
	#	%	#	%	#	%	#	%	#
Round One:	38	31	47	38	33	26	6	5	124
Round Two:	39	30	48	38	35	26	8	6	130
Round Three:	35	32	42	39	27	25	5	4	109
Round Four:	40	34	44	37	27	23	7	6	118

NUMBER OF COLLEGES, DISTRICT OFFICES & CHANCELLOR'S OFFICE REPRESENTATIVES RESPONDING:

	Number	Percentage of Agencies Participating
ROUND ONE		
Colleges	62	82
District Offices	8	62
Chancellor's Office Reps.	6	60
ROUND TWO		
Colleges	66	88
District Offices	8	62
Chancellor's Office Reps.	8	80
ROUND THREE		
Colleges	58	76
District Offices	7	54
Chancellor's Office Reps.	5	50
ROUND FOUR		
Colleges	65	86
District Offices	7	54
Chancellor's Office Reps.	7	70
RESPONDENTS TO ALL FOUR ROUNDS		
Colleges	57	37
District Offices	6	40
Chancellor's Office Reps.	4	40

Of the participating colleges, 48% have student populations of over 10,000; 31% have student populations between 4000 and 9999; 21% have student populations of under 4000. Of the participating schools, 51% serve a high population density area; 23% serve a medium population density area; 26% serve a low population density area.

Respondents working in the top-level administrative classification averaged 24 years in education, 16 years in community college education, and five years in their present position. Administrators having major responsibility for occupational education on a campus or in a district office averaged 18 years in education, 15 years in community college education, and five years in their present position. Entry-level managers averaged 14 years in education, ten years in community college education, and five year in their present position. Although all levels averaged five years in their present position, it might be noted that the mode of all levels in their present position was one year. The mean was pulled up to five years by those who had been 18 or 19 years in their present position.

Influence of Minority Opinions

One methodological question concerned the influence of minority opinion on reaching consensus. Such opinions received on Round Three were printed immediately below the statement to which they referred and sent out with Round Four. Results appear in Table II. Of the 119 respondents to Round Four, 36% were swayed, 48% were mixed in their response, and 17% were not affected by the minority opinion(s). While all levels of respondents (top, middle, entry) contained mixed reactions, the top-level administrator was least likely to be swayed, and the middle-level administrator was most likely to be swayed by the printed minority opinion(s). It appeared that the inclusion of a minority

opinion tended somewhat to influence the mean in the direction of the opinion expressed.

TABLE II: EFFECT OF MINORITY OPINION

Item No. and Direction of Minority Opinion	GROUP 1: Top-level Admin.		GROUP 2: Primary Occ.Ed. Admin.		GROUP 3: Entry-level Admin.	
	A Level Mean	B Level Mean	A Level Mean	B Level Mean	A Level Mean	B Level Mean
106. up	up	up	mixed	down	down	up
111. up (A) down (B)	down	up	down	up	down	up
118. up	down	down	down	down	up	mixed
128. up (A) down (B)	down	up	down	mixed	down	up
132. up	down	mixed	up	up	down	up
135. down	up	down	down	down	down	down
136. down	up	up	down	up	down	down
140. down	down	up	down	down	down	down

Management Attributes

The primary concern of this study was to have those already working with or in the field of occupational education determine the "necessary minimum essentials" for the administration of occupational education programs.

Of the 69 items on the final round, 49 were considered by the participants to be essential and to refer primarily to occupational education administrators. There appeared to be seven headings under which the statements could be grouped without losing effectiveness. As will be obvious on reading the statements

themselves, several fall into more than one category. In those cases, they were placed under the heading that seemed to reflect the statements' primary or most inclusive emphasis. The categories are:

1. philosophical base (3 items)(Table III)
2. practical background, current awareness (10 items)(Table IV)
3. budgeting skills (4 items)(Table V)
4. reporting skills (3 items)(Table VI)
5. assessment and evaluation skills (5 items)(Table VII)
6. placement, planning, policy and curriculum development (18 items)(Table VIII)
7. community interaction (6 items)(Table IX)

The statements listed in Tables III - IX below were considered as primarily referring to occupational education administration by more than one-third of the respondents, and had a mean of 1.5 or less (were considered more "Essential" than "Important" by the majority of the respondents). Statement numbers are the same as originally listed in the Delphi rounds (found in Appendix C, marked "**"). The parenthetical numbers preceding the statement give:

(a) the mean for the manager most responsible for occupational education
(b) the mean for an entry-level manager of occupational education
(c) the percentage of those considering the statement to refer primarily to occupational education administrators.

The "stem beginning for all statements is: "An administrator of occupational education programs must have, as minimum essentials, the following skills, attributes, and knowledge. He or she is able to:"

TABLE III

Philosophical Base

3. (1.01)(1.05)(50) Believe occupational education is just as important, valid, and needed as academic education; demonstrate the vision and capacity to base actions on and transmit to others this philosophical base.

8. (1.12)(1.72)(53) See that one does not have "tunnel vision" only for occupational education and can see the total picture, including how occupational education fits in with other programs and objectives.

14. (1.17)(1.42)(65) Willingly discuss problems openly and candidly and fight aggressively on behalf of occupational education, so staff and students feel they have a strong advocate for their particular problems.

TABLE IV

Practical background, current awareness

13. (1.04)(2.06)(73) Insure consistency of administrative decisions with district or statewide occupational education policies and provide administrative direction for occupational education policy development.

18. (1.15)(2.12)(41) Understand the full scope of the California State Plan for Vocational Education.

20. (1.10)(2.64)(62) Show awareness of current, pending, and projected legislation and rules which help or hinder effective occupational education, and have personal acquaintance or contact with officials with whom local institutions must deal in funding, validating, supporting, and assessing programs.

25. (1.23)(2.72)(73) Determine state and regional offices and personnel that support occupational education.

38. (1.05)(2.17)(86) Keep superiors and related administrative services informed of occupational education changes on the federal, state, local, and intercollegiate levels; represent occupational education administrative views to the faculty, and vice versa.

39. (1.12)(2.48)(83) Be actively involved, cooperate, and participate effectively in statewide and regional occupational education organizations and programs.

40. (1.14)(2.10)(71) Visit and obtain information from other agencies involved in occupational education and keep abreast of parallel programs, their strengths and limitations, as well as curricula changes.

41. (1.15)(2.10)(70) Show a broad acquaintance with competing agencies, such as ROP, adult schools, private trade schools, etc.

55. (1.09)(1.94)(70) Remain aware of changes in public attitudes toward occupational education and stay abreast of changing needs through surveys, assessments, manpower management information, advisory committees, and unions.

60. (1.14)(1.97)(61) Coordinate intra-departmental and inter-campus activities and responsibilities, be effective in relating occupational education activities to other areas of the college.

TABLE V

Budgeting skills

21. (1.08)(2.18)(76) Understand accounting and reporting procedures in detail for VEA and federal agencies, as well as VEA reports, claims, forms, constraints, and requests; develop grant proposals to tap same.

22. (1.13)(2.55)(39) Use knowledge of funding sources, procedures, constraints, and formulas used for allocating federal or local tax funds.

26. (1.10)(2.20)(38) Understand financial aspects of grants, including funding sources, applying, budgeting, monitoring, accounting, reporting, and claiming.

103. (1.48)(1.95)(59) Articulate needs and willingly fight the "holy war" for resources from internal and external agencies for occupational education, in terms of budget, staff, scheduling, class size, teaching loads, facilities, aides, etc.

TABLE VI

Reporting skills

28. (1.18)(2.20)(73) Write plans and applications for occupational education projects and anticipate the multitude of reports for occupational education.

29. (1.46)(2.52)(79) Understand COPES and its value to occupational education.

73. (1.17)(2.24)(64) Show knowledge of local and state forms and requirements for new occupational education programs and course changes.

TABLE VII

Assessment and evaluation skills

61. (1.23)(1.81)(68) Relate and "talk the language" of work-oriented community, including employers and supervisory on-line people, to enhance cooperation with occupational education staff and students.

70. (1.19)(1.80)(76) Initiate and coordinate evaluation of occupational education programs and make recommendations for change to keep programs consistent with overall objectives and requirements of accrediting and licensing institutions.

79. (1.33)(1.22)(46) Show knowledge that the key success criterion of vocational programs is successful placement.

90. (1.17)(1.95)(65) Ascertain that all occupational education teachers have the necessary occupational experience, state certificates, or credential requirements and employee qualifications to meet the State Plan requirements under VEA or laws pertaining thereto.

106. (1.27)(1.80)(53) Recommend or approve occupational education staff promotions, retentions, demotions, or dismissals.

TABLE VIII

Placement, Planning, Policy, and Curriculum Development

23. (1.20)(2.22)(39) Use USOE and CID codes.

37. (1.13)(2.70)(74) Formulate and recommend to the board new or revised policies and procedures, as well as report accurately, in a timely fashion, on the status and trends in occupational education.

42. (1.23)(2.56)(58) Keep abreast of national and local socio-economic and educational activities and evaluate their implications for occupational education programs.

44. (1.12)(2.16)(83) Prepare comprehensive long-range, intermediate and detailed short-range occupational education operating plans for the college.

48. (1.05)(1.10)(61) Exhibit a willingness to listen, respond, and work with a lay board and with external constituencies (business, industry, labor) even when they are critical of the college and/or programs; improve old or organize new programs, as advised, keeping in mind student and employer needs.

49. (1.07)(2.11)(80) Promote liaison and rapport with local and regional planning groups concerned with human resource development.

57. (1.10)(1.87)(74) Develop or maintain broad contacts in business and industrial communities, in order to have data for program revision, deletion, addition; for cooperative education placements; for potential facilities and development.

63. (1.09)(1.85)(76) Understand the relationship between occupations training and the work world; i.e., general character of national and local labor market conditions (realizing that students may be very mobile and carry training to other locales) and DOT classification systems.

64. (1.12)(2.05)(71) Analyze existing and emerging long- and short-range manpower data, job needs studies, and employment projections to substantiate program planning and meet training needs.

65. (1.57)(1.93)(64) Utilize professional groups and organizations representing industrial employers and employees, such as Health Manpower, Farm Bureau, government agencies, the California Manpower Information System, etc.

66. (1.51)(1.93)(64) Disseminate information on the extent of job opportunities resulting from the department's programs and make such information available for career selection.

69. (1.39)(1.59)(55) Develop curriculum which meets the institutional criteria, yet provides needed and realistic employment skills within a reasonable time.

71. (1.19)(1.61)(56) Determine when new programs should be instituted and eliminate weak courses, even though they have been taught for years, or remediate to get back on course.

72. (1.21)(1.41)(71) See that occupational education programs are practically oriented, rather than highly theoretical, and have a sense of program so that both old and new occupational offerings have some theoretical coherence.

74. (1.27)(2.03)(36) Perform as an effective, permanent member of a college or district curriculum committee.

85. (1.32)(1.30)(59) Understand occupational education's unique scheduling problems, work loads (long labs), class size, and equipment requirements (not necessarily technical, but quantity and quality).

102. (1.17)(1.83)(68) Defend occupational education programs which may be expensive, require small classes from a safety viewpoint, produce relatively few contact hours, incur uniquely increasing costs and large capital outlays for replacement, and understand that their value cannot be judged by their high cost per student.

107. (1.86)(1.34)(59) Exhibit awareness of facilities, equipment, manpower, and supply needs for an occupational education program; exhibit management skills needed to prepare an annual inventory, and provide adequate and properly maintained equipment and supplies to instructors.

TABLE IX

Community interaction

47. (1.12)(1.13)(80) Organize, utilize, and work with competent advisory committees for each occupational program, in order to insure their active involvement, dedication, and support.

50. (1.07)(1.83)(65) Show an interest in and awareness of community resources for staffing advisory committees, developing work experience programs, etc.

53. (1.06)(1.94)(68) Interpret the programs of the college to the community and educate the lay public about the type of occupational education programs available, through comfortable interfacing with different community segments, to assure maximum publicity.

56. (1.12)(2.04)(61) Deal with community members who apply pressure to have favorite programs started, continued, and heavily supported to the detriment of other programs; make decisions based on job opportunities in the community.

59. (1.09)(1.90)(68) Recognize the need for and implement articulation of occupational education programs with secondary schools, four-year colleges, and business and industrial communities.

62. (1.10)(1.83)(76) Understand the effect of the local economy as it relates to employment trends.

One interesting aspect of this research was analyzing those items that differentiated between the two levels of administration of occupational education. In other words, the consensus determined that certain items were "Essential" for top-level administrators, but were only "Important" for entry-level administrators, or vice versa.

In general, only those items dealing directly with inventory, supplies, and equipment were thought to be more essential for entry-level management (e.g., #107). Areas of philosophy and of dealing with various publics, including faculty, were often deemed essential to both levels (e.g., #s 3, 14, 47, 48, 79). On the other hand, items concerned with state or federal regulations, with legislation, and with dealing with top management were considered more important for the chief occupational administrator than for the entry-level administrator.

Several statements were included in the final round, but were omitted from the previous tables as a result of scoring on the final round. In that final scoring many statements were considered unique to occupational education but were not considered "Essential" by a considerable majority or, conversely, were considered "Essential" but were not considered to refer primarily to occupational education. These statements (Table X) fell below the criteria for inclusion in the above final list, but they are of significance in determining "minimum essentials" at the next level of importance to the above list of statements, since the following statements "made it" to all but the final level. Numbers are the same as in the original rounds (found in Appendix C, marked "*"). As in the previous list, they are grouped by category.

TABLE X

Philosophical Base

1. (1.07)(2.13)(33) Understand the role of each segment of California higher education; know and appreciate the unique role, concept, purpose, and problems of the two-year college.

5. (1.74)(1.92)(61) Educate non-occupational faculty in the important contribution of and necessity for occupational education.

7. (1.50)(2.01)(35) Show awareness of the "collective inferior feeling" of occupational education personnel; believe they are not of less importance than the "academic side" and work to eradicate the feeling, so that one does not appear to be a mere figurehead for management.

12. (1.75)(2.33)(45) Create status for the Dean of Occupational Education position and show equality between academic and occupational interests on college committees.

Practical background, current awareness

16. (1.77)(2.47)(23) Exhibit an understanding of politics - its power, influence, relationships, and authority - and the societal, political, and economic forces affecting community colleges.

24. (2.00)(2.80)(44) Understand the power of the Veteran's Administration regarding occupational education.

111. (2.04)(1.32)(47) Exhibit knowledge of the Educational Code and related statutes, including fire and safety regulations, in order to organize, supervise, and administer occupational education clinics, labs, shops, etc.

135. (2.54)(1.82)(38) Show experience in business, industry, public employment, or military - other than teaching - whereat one earned one's living.

136. (2.21)(2.42)(48) Demonstrate practical training and/or experience in the administration of occupational education programs (preferably practical experience such as apprenticeship programs) for several years, at different levels of education.

140. (1.96)(1.98)(48) Demonstrate several successful years as a full-time credentialed teacher of occupational education in a community college, and have in-depth knowledge of teaching techniques.

Reporting skills

105. (1.97)(1.93)(45) Develop performance-based standards and curriculum.

Assessment and evaluation skills

89. (1.84)(1.79)(56) Identify strong teaching personnel out of business and industry, with the understanding that such people can become the best instructors, with some training.

118. (2.82)(1.76)(35) Review, recommend, and approve, with the help of instructors, textbooks and audio-visual materials and suggest changes when advisable.

Placement, planning, policy and curriculum development

27. (1.85)(2.75)(29) Be a qualified grant writer (or be willing to undertake same); be knowledgeable in appropriate application and submission procedures and the process used to arrive at awards.

46. (1.92)(2.63)(71) Use the "Resource Guide for Administrators of Occupational Education," put out by the California Community Colleges. (It should be noted that many top- or entry-level respondents had never heard of nor seen this document. Apparently there is one copy per campus, usually found in the office of the person coordinating occupational education programs.)

68. (1.71)(2.15)(38) Establish and maintain liaison with other institutions in the city, county, and state to avoid needless duplication and oversupply of trained people.

77. (1.86)(2.18)(55) Assist in curriculum articulation at the secondary, ROP, and post-secondary levels.

80. (1.76)(1.93)(70) Show knowledge of hiring and training practices and the workings of local labor unions as they pertain to education programs; use such knowledge in skillful placement of graduates.

128. (2.01)(1.97)(36) Exhibit a thorough knowledge of transfer-level/lower division occupational education courses.

132. (2.05)(2.00)(45) Organize workshops for new staff members for orientation in such areas as college paperwork, class presentation, student discipline, etc.

In addition to the above tables, there were statements that were considered "Essential" or "Important" but that were not considered unique to administrators of occupational education. It would no doubt be appropriate for a committee or administrator involved with screening applicants for an occupational administration job to take note of them, as there are certainly general administrative characteristics that such applicants would need in addition to those characteristics unique to the area of occupational education. Appendix F lists those statements with a mean of 1.50 or less (more "Essential" than any other category), and Appendix G lists those with a mean between 1.50 and 2.00.

Summary

(Parenthetical numbers refer to the statement numbers in Tables III - IX, or Appendix C.)

It would appear that an administrator of occupational education should have a philosophical commitment to that field (3) and be willing to communicate to others, especially those outside the field, its importance and validity (38). While able to have an overview of all education in order to maintain perspective (8), he or she must nevertheless be aggressive about creating or preserving equality for occupational education in terms of administrative importance, curriculum development, budget allotments, staffing, etc. (14)(103).

On the practical, working level, an effective administrator must be able to insure that decisions, whether for curricula or staff hiring, are consistent with district, state, and/or federal policies and demands (13). This function must include knowledge of changes in public attitudes, changing needs, pending legislation, and an awareness of personnel in state or regional offices that support occupational educational needs (20)(25)(55). Such awareness should be facili-

tated by involvement in statewide regional occupational education organizations (39). To keep in perspective the campus or district growth or position, he or she must visit and keep up with parallel or competing programs and institutions (40)(41) and coordinate activities within and between departments and campuses (60).

Accounting and reporting procedures for all facets of occupational education must be a part of an occupational education administrator's repertory. Further, he or she must be familiar and comfortable with the plethora of reports and reporting procedures required by outside agencies (21)(28). He or she must also have the ability (73) to write grant proposals and to understand funding, tax allocation formulas, and all budgeting anomalies and sources (22)(26).

An occupational education administrator must be able to initiate and/or coordinate program and staff assessment and insure that change is consistent with overall objectives (70), and understand the value of COPES and other occupational education studies (29) to be able to better assess and evaluate both for his or her own college or district and for fulfilling state and federal requirements (90). An ability to "talk the language" of the work-oriented community, whether staff or employer (61), will enhance effectiveness and tie in with the ability to recommend or approve staff promotions, retentions, demotions, or dismissals (106).

An able administrator must be conversant with the codes and classification systems in use (23) and be well aware of manpower needs, union practices, and employment projections. Such knowledge requires constant reading of material, surveys, assessments, socio-economic trend information, and similar information as it is published, and an understanding that the key success criterion for programs is successful placement (79). In addition, he or she must translate those data into meaningful and appropriate curriculum changes or remediations (42)(64)

and be able to convey to the board, faculty, and the community the reasons for such change (37)(63)(102). Both a theoretical and practical basis for occupational education programs must exist (72), and the results of successful programs should be made available for career selection (66). Use of outside professional and employer groups, lay boards, and regional planning human resource groups must be made to aid in such planning (49)(65). An overall awareness of facilities and preparation of the annual inventory (44)(107) will arm an administrator in discussions with advisory groups and lay boards (48)(85). Yet an effective administrator must be receptive to needs expressed by the work-oriented constituency and be able to instigate needed programs (even though expensive). He or she must also be able to decide when weak or obsolete, but traditional, courses should be phased out (71)(56). Broad contacts in business and industry must be developed as a source of information, feedback, possible faculty, program revision, cooperative education placements, and potential facilities and equipment (57).

Such contacts will be used for the formation of and frequent meetings with competent advisory committees for each occupational education program (47). Community involvement will not be confined to such advisory committee meetings, but will also extend to articulation of the campus or district offerings with secondary and four-year colleges (59). Particular local economy effects in relation to employment trends will be taken into account (62), without forgetting the overview (as graduates may tend to be very mobile) (63). Very important is the ability to interpret the programs and philosophy of the college to the lay public (53) through different community segments and to bring back its concerns and needs to the college or district and sufficiently convey them to all parties, from staff to the board to politicians, so that something effective will result.

ADDENDUM

Some concerns were expressed by the consortium when presented with the foregoing results. Five areas were felt to be important. These may have been implied in the original statements but were de-emphasized in the results:

1. The teaching/learning process, including the teacher/student relationship. The results indicate that administrators do not perceive themselves as involved in the learning process. One question raised was that it would be diffucult to evaluate teaching without knowing the process.

   It was recommended that a future investigation should explore the role and function of the occupational education manager in the teaching/learning process.

2. The area of cost effectiveness and cost accountability, which is indeed a current issue dealing with productivity and responsibility.

3. The ability to analyze large amounts of data and summarize them effectively for the decision making process.

4. No reference to apprenticeship programs. These are obvious, unique, and important to occupational education.

5. An absence of decision making based on empirical data; the necessity of a community-needs assessment first, and follow-up studies in order to ascertain the continued validity of programs, etc. It was felt that agreement should be reached on the results desired before instigating courses or programs. In that way, there would be product emphasis, as well as process emphasis.

In the process of commentary and concern expressed by consortium members, it became obvious that these areas are certainly necessary for college management. The fact that, in the final scoring, they were de-emphasized is partially attributable to the lack of uniqueness to occupational education of: teaching skills, knowledge about learning theory, concern with the productivity of educational instruction, and the ability to abstract and summarize the essence of communications.

If administrative areas or skills were not retained throughout all rounds, they were omitted by the participants. If specific attributes were included that seem to the reader to be unwarranted or trivial, they were included because a large and representative sample of occupational education administrators considered them essential and unique to occupational education administration. Because of the methods used in this research study, the items retained negate effective criticism. No one individual, regardless of his or her expertise and experience in occupational education administration, can take precedence over the consensus opinions of 179 currently-involved occupational education managers. The items and subsequent ratings were all contributed by the college administrators who were "on the firing line."

CHAPTER THREE: RECOMMENDATIONS

It seems the nature of experts in any field to assume they know, and can describe, the attributes that led to their success. The diffulty arises when two experts in the same field describe such attributes. There is frequently little agreement. The research delineated in previous chapters, using the Delphi technique, has resulted in a concurrence of opinion from 179 experts on the minimum essentials required for successful administration of occupational education on community college campuses. On the basis of the data presented in previous chapters, three recommendations seem warranted:

1. The 49 items upon which concurrence has been reached should form the base for describing the minimum essentials for administrative skills required, as the items are considered by practicing administrators to be essential to and primarily concerned with occupational education administration.

2. Workshops, seminars, internships, or programs should be made available to those who are presently performing administrative functions in occupational education. The content should be determined by the skills, awareness, and knowledge described in the agreed-upon items. Suggested format and content of the programs are given below (pp. 31-40).

3. Committees and individuals engaged in the selection process for occupational education administrators should use the results of this study in the overall assessment of candidates for positions. A sample of this use is given below (pp. 40-42). Such a scale may also be used for self-assessment.

Enhancing Occupational Education Administrative Skills

In using this report as a basis for possible upgrading of existing personnel's skills for the optimal management of occupational education programs, it is appropriate to ask what, of a practical nature, may be done to improve such effectiveness. In addition to specifically noting the previous lists of statements of what is considered to be essential and to refer primarily to occupational education administration, there are several categories of skills,

knowledge or understandings that should be considered for workshops, seminars, and/or programs.

It is assumed in this report that administrators of occupational education programs, or applicants for such positions, have already acquired the basic skills, knowledge, and understanding required for their job. The focus and perceived need is to offer experiences that will enable them to become more effective administrators. Most important, the training that is to be offered should be in the perceived skills, knowledge, and understandings about which there is a consensus of opinion by those already in the field. Administrators already will have these skills to some extent. However, the truly effective occupational programs will in great measure depend on the administrator having more than competency; he or she needs expertise in all of the following:

1. relating to publics
2. executive writing and reading skills
3. assessment, evaluation, and research skills
4. fiscal awareness skills

This section will give suggestions on how the administrative skills may be enhanced through pre-service and in-service programs; the suggestions will be based on an overview of the findings from the experts' consensus for each of the above areas.

1. Relating to publics

Much of what the effective occupational education administrator must do falls into the general category of dealing with a variety of groups and individuals on and off campus. It is of great importance that an administrator be comfortable interfacing with others, whether in one-to-one encounters, small groups, or in the much larger arena of professional meetings, television interviews, or community

meetings of a general nature. He or she would of necessity have to be able to speak well and comfortably before the public and articulate ideas effectively to all segments of society; e.g., the work-oriented world, high school students and their parents, or political/governmental hearings. Courses or seminars in public speaking, work with a video-tape to see how one projects, and bilingual training in appropriate communities are all effective ways to approach this need and will be explored in greater detail.

Traditionally, there has been a discrepancy in the perceived importance of occupational education in comparison with the academic side of community colleges. Therefore, the effective administrator of occupational education, in addition to a philosophical belief in the importance of the field, must be able to agressively make sure that the area is not being overlooked. A course in assertion training might improve the effectiveness of any administrator who has to deal with decision making and decision makers. The psychological and practical insights gained from courses geared to people with executive-level jobs may help the occupational education administrator counteract the feeling that his or her department, needs, and priorities are not given their proper and equal status on a campus or in a district. Such insights and methods may also help him or her deal with these inequities in a practical way with those who can bring about change.

All the above areas could be dealt with through a series of workshops, using a number of techniques. To work with public speaking

skill enhancement, small groups could meet and employ the technique of role-playing. Each participant would have to make what he or she feels are appropriate remarks in situations such as the following:

a. Speaker conveying an occupational education program (or a needed one) to a group, such as Rotary or Breakfast Club.

b. Interviewee on television defending a controversial program.

c. Presenting a program or report to a board of trustees or to a county administration hearing.

d. Speaking before a parent/student group at a high school.

e. Approaching a person to persuade him to join an advisory committee, to offer a facility for on-site training, or to become an instructor/lecturer. (Do each situation.)

f. Defending a curriculum change to the board of trustees.

g. Proposing or defending a budget item to a hostile group.

h. Encountering a director of ROC who is introducing a program nearby, which you already have.

i. Meeting with a department or division head when you feel an instructor should be fired.

j. Meeting with an angry group of tax-reform citizens in the presence of reporters.

Such examples of simulation training can be augmented with specific situations geared to a particular campus or district, but each participant should have the opportunity to deal with the situations with which he or she is least comfortable. It is assumed that administrators being asked to take part in in-service programs are desirous of improving their skills and would therefore undertake roles that are not "easy" for them. Other members would become the opposite party in the encounter. In the case of a group encounter (a tax-reform group, for instance), the group in all cases should express hostile or negative opinions, to develop the participant's skill in dealing with difficult situations.

Such role-playing should be video-taped to give the participant and the group immediate feedback. Several things should be looked for in addition to the participant's speaking skills. One is body language; and a separate seminar or course might be considered covering this area specifically and succinctly, if it appears that some participants need insight and help in conveying feelings physically. Another area is personality feedback which might be summarized as seeing if one appears as one is and conveys accurately what one feels.

A third important facet is active listening, which might also become the basis of a separate course. Was the participant only appearing to listen to the other parties, or was he or she really listening and responding appropriately? Were the "group" participants listening as well, or did they exhibit boredom or impatience when they weren't "on"? In addition to simply viewing and discussing the video-tape, participants should have a checklist they mark for all participants, including themselves, which has such items on it as "(positive) (negative) (neutral) body language," "(appropriate) (inappropriate) (confused) language for situation/audience," "(active) (passive) listening," "(positive) (negative) (neutral) manner of presentation," "(too much said--overkill) (too little said--incomplete) (effective) verbal presentation."

Another area, which might be combined with the foregoing or which might be conducted as a separate but related session, is training in accurately receiving spoken messages. One should be able to summarize, to synthesize, and to feed back information received. Again, role-playing scenes could be enacted, with a greater emphasis on smaller-

sized encounters, such as a report in a department or division meeting, or listening to a report from an instructor. Participants should be able to write down a one-sentence summary of what was said, which would then be compared to a one-sentence summary written by the person acting out the communicator's role. Further, discussions could be held delving into the differences of: what was said; what was meant; what wasn't said; what was conveyed. Discrepancies in any and all of the above perceptions and communications would be explored, and the final perception then compared with a viewing of the video-tape for accuracy.

Other areas that should be explored in seminars or as part of pre-service or in-service training workshops are: dealing with and recruitment of women in non-traditional occupational fields and the examination of the participant's assumptions regarding same; asking effective questions; testing for understanding by those talked to; reflecting on what has been presented; deciding when not to decide--immediately; doing nothing--deliberately; learning to convey negative information--sometimes one has to; your emotions are showing; your intellect is showing.

2. Executive writing and reading skills

Many of the statements and needs determined to be essential deal with writing skills. They range from the need to communicate with other staff and administration to conveying the sense of a specific program or a general philosophy to the community (program brochures, newspaper articles, etc.). The large, and often tedious, number of reports for governmental and educational agencies will best be handled

by people who are not only familiar with them, but who are also able to write their thoughts cogently and quickly. Of increasing importance is the ability to write grant proposals, as this can be a source of money, prestige, and insight for a campus or district. The writing of criterion-based reports, curriculum, and evaluations must also be included. Seminars dealing with each writing skill would appear to be of great importance for the administrator for whom such writing is time-consuming or a disliked and uncomfortable chore.

A prodigious amount of printed material dealing with occupational education is received regularly by administrators. To keep up with the need for change, in time for it to be helpful to the student or staff member, the material should at least be skimmed. It follows that a course in speed reading would be most useful. Writing skills, however, need to deal with several areas of facility. Workshops should deal with the following practical areas:

a. Know thy reader: fitting the length and language to the recipient.

b. I-dotting and t-crossing: necessary picayunishness and completeness; have you done what the agency expects you to do?

c. Explicitness in procedures and evaluation; inclusion of specific, concrete evaluations in reports and proposals.

d. Performance-based goal writing skills; performance-based assessment and evaluation for staff and programs.

e. Long-range planning (five-year and ten-year plans)

f. Annual reports

g. Practical familiarity with the exigencies of forms (here a checklist of all forms dealing with governmental or educational constraints would be presented. The participant would check off those with which he or she is uncomfortable or unfamiliar and would actually have practice filling out and dealing with those specific forms, with guidance from an expert--ideally one who has to receive them).

h. Grantsmanship
   1) government sources and appropriate language/approach for same.
   2) private foundation sources and appropriate language/approach for same.

i. Summary fact sheets

j. Board agenda items

k. Dealing with your publicist and/or the media

l. Notes, memos, and letters

m. Dictation, stenographic and recorder skills (Designed to improve communication with your secretary. This could be accomplished, in part, by having the participant dictate several typical situations onto a cassette. Other group members would listen and precis what was said. Remediation could deal with the specific skill needs of the individual.)

3. Assessment, evaluation, and research skills

Occupational education administrators initiate assessment studies, carry out follow-up research, and work with researchers on campus. It is necessary that they be able to understand the methods whereby good, reliable, and useful research is conducted and how to read, evaluate, and use the results. Knowing the limits involved and the help such research can provide will make an administrator's involvement more meaningful and efficient. Such knowledge and understanding will also arm him or her with cogent arguments for needed program/staff revision. Workshops should deal with assessment and evaluation in the following areas:

a. follow-up studies
b. accountability
c. program evaluation
d. self-assessment and self-delusion
e. conveying results--clarity and dissemination
f. confidentiality

Conducting and evaluating research should have workshops dealing with such topics as the following:

a. on what data a decision should be based
b. asking answerable questions
c. appropriateness of sample used
d. explicitness of experimental treatment
e. data collection procedures
f. criterion variable(s)
g. propriety of data analysis
h. usable spin-offs
i. reliability, validity, and baloney
j. sounding erudite because you really are
k. knowing when to snow or not to snow
l. learning from failure
m. research reports: duplicate and analyze
n. getting along with your institutional research person--making plausible requests
o. community assessment, including job markets and placements
p. using census data
q. cost accountability
r. staff evaluation
s. bases for adding/deleting/modifying programs

In all the above areas, good and bad examples of printed research in each category can be used. Methods of analyzing will be taught, so that participants become increasingly adept at finding and/or recognizing what may sound like a great paper, but actually be a very poor piece of research, or vice versa.

4. Fiscal awareness skills

Whether the administrator of occupational education programs is dealing with requests for equipment, aides, or facilities from a staff member or is presenting the year's budget prediction to the Board of Trustees, he or she should be able to analyze, prepare, or approve budget and fiscal matters with the authority born of experience and understanding. It is assumed that the administrators involved in pre-service or in-service programs will have varying degrees of such abilities, and it is specific skill enhancement that workshops would address. Programs and seminars would deal with the following areas of this issue:

a. budget preparation
b. program cost accountability
c. fund disbursement--VEA and other
d. assigning of priorities--decision making
e. special projects
f. tax fund allocation formulas
g. financial aspects of grants
h. monitoring and accounting procedures
i. insurance and workman's compensation claims
j. competing for funds within a campus or district
k. acquiring community donations--the art of begging with dignity and success
l. estimating resources--long-term and other
m. budget revision--midstream and other
n. determining what you can live without

Criteria for the Assessment of Candidates or Current Personnel

The 49 items that represent concurrence on the minimum essentials for occupational education administrators may be used in two ways. The first is in dealing with written material submitted by candidates, such as letters, summaries of experience and training, written responses to general questions posed by the selection committee. The second is in formulating questions and assessing answers in the interview situation.

What one looks for in the papers should relate to the seven categories of philosophical base: practical background and current awareness; budgeting skills; reporting skills; assessment and evaluation skills; placement, planning, policy, and curriculum development expertise; and community interaction. One should look for experience and expertise in all these areas. One might also ask for the submission of any proposals, budgets, or policy drafts that the candidate has written.

In the interview, one should formulate questions tapping the 49 items, examples of which are listed below:

1. At many community colleges, occupational education is a "stepchild," and the academic side is emphasized.

   WHAT KINDS OF THINGS CAN BE DONE TO REMEDY THIS IN DECISION MAKING, FACULTY

STATUS, AND THE DEFENSE OF UNIQUE OCCUPATIONAL PROGRAMS?

2. Occupational Education is influenced a great deal by special federal and state fules and regulations.

   WHAT KIND OF TRAINING/EXPERIENCE MAKES YOU FAMILIAR WITH THEM AND GIVES YOU THE ABILITY TO FUNCTION WITHIN THEIR CONSTRAINTS?

3. Current, pending, and projected legislation governs much of special funding for occupational education. Further, it requires special accounting procedures and reports.

   WHAT KIND OF TRAINING MAKES YOU FAMILIAR WITH THEM AND ABLE TO FUNCTION WITHIN THESE CONSTRAINTS?

4. Both the general scope of the California State Plan for Education and the existence of various occupational education institutions (ROP, ROC, etc.) influence the day-to-day operation and long-range planning for occupational education.

   WHAT KIND OF TRAINING AND EXPERIENCE MAKE YOU FAMILIAR WITH THEM AND ABLE TO FUNCTION WITHIN THESE CONSTRAINTS?

5. ON WHAT BASIS DO YOU CONSIDER IT APPROPRIATE TO ADD, DELETE, OR MODIFY PROGRAMS IN OCCUPATIONAL EDUCATION?

6. A great deal of occupational education involves dealing with the off-campus community (e.g., advisory committees, industries, professional organizations).

   ARE THERE SOME GENERAL PRINCIPLES THAT YOU ESPOUSE THAT WOULD IMPROVE THE COMMUNICATION WITH AND INVOLVEMENT OF THE COMMUNITY WITH OCCUPATIONAL EDUCATION?

7. IN YOUR OPINION, WHAT IS THE COLLEGE'S RESPONSIBILITY IN SUPPLYING CAREER GUIDANCE, PARTICIPATING IN THE PLACEMENT OF TRAINED STUDENTS, DOING FOLLOW-UP STUDIES, AND IN GENERAL DISSEMINATING INFORMATION TO STUDENTS ABOUT JOB PLACEMENT AND CAREER SELECTION?

8. WHAT PRINCIPLES WOULD GUIDE YOUR PERSONNEL DECISIONS IN RECOMMENDING PROMOTIONS, RETENTIONS, DEMOTIONS, AND DISMISSALS?

9. WHAT DO YOU THINK SHOULD BE YOUR RESPONSIBILITY FOR CURRICULUM DECISION MAKING?

10. HOW WOULD YOU, AS DEAN OR ASSISTANT DEAN, MAINTAIN AND ENCOURAGE USEFUL AND COOPERATIVE CONTACT WITH FACULTY, STAFF, PROGRAMS, AND STUDENTS?

11. WHAT THOUGHTS DO YOU HAVE OR WHAT METHODS WOULD YOU EMPLOY ON STAFF DEVELOPMENT AND ASSESSMENT?

Should the interview committee wish to do so, some selection of the above questions might be included in the application procedure. In that way, the committee would be able to assess the candidates' written responses. Examples of their previous experiences/proposals could also be submitted.

There is an additional way of looking at each of the items, in terms of skill enhancement, which is to categorize each item into the following areas:

1. cognitive level
2. performance/skill level
3. attitude/feeling level

In order to facilitate developing workshops, seminars, or programs from this point of view, two tables have been prepared. It will be noted that some items fall into more than one category. Table XI is a matrix of items that remained after the final scoring. Table XII is a matrix of those items on the final round that did not remain after the final scoring (second level of importance).

For administrators to be able to see specific items that are considered Essential (or Important) for top-level occupational education administrators, or for entry-level administrators, they are separated in the following two tables. Items may be found by number in either Tables III - IX, or in Appendix C.

TABLE XI

MATRIX OF ITEMS REMAINING AFTER FINAL SCORING OF ROUND FOUR

Top-Level Occ. Ed. Administrators		Entry-Level Occ. Ed. Administrators	
"ESSENTIAL"	"IMPORTANT"	"ESSENTIAL"	"IMPORTANT"
COGNITIVE LEVEL			
Item numbers: 13, 18, 20, 21, 22, 23, 25, 26, 29 37, 38, 40, 41, 42, 44, 47, 48, 53, 55, 56, 59, 61, 62, 63, 64, 65, 69, 71, 72, 73, 79, 85, 103	Item number 107	Item numbers: 47, 48, 69, 72, 79 85, 107	Item numbers: 13, 18, 21, 23, 26, 38, 40, 44, 53, 55, 56, 59, 61, 62, 63, 64, 65, 71, 73, 102, 103
PERFORMANCE/SKILL LEVEL			
Item numbers: 13, 21, 22, 23, 26, 37, 38, 39, 40, 42, 44, 47, 48, 49, 53, 55, 56, 57, 59, 60, 61, 65, 66, 69, 70, 71, 72, 74, 90, 103, 106	Item number 107	Item numbers: 47, 48, 69, 72, 107	Item number: 13, 21, 23, 26, 28, 38, 40, 44, 49, 53, 55, 56, 57, 59, 60, 61, 65, 66, 70, 71, 74, 90, 102, 103
ATTITUDE/FEELING LEVEL			
Item numbers: 3, 8, 14, 39, 48, 50, 53, 59, 61, 72, 102, 103		Item numbers: 3, 14, 48, 72	Item numbers: 8, 49, 50, 53, 59, 61, 102, 103

TABLE XII

MATRIX OF ITEMS REFLECTING THE SECOND LEVEL OF IMPORTANCE

Top-Level Occ. Ed. Administrators		Entry-Level Occ. Ed. Administrators	
"ESSENTIAL"	"IMPORTANT"	"ESSENTIAL"	"IMPORTANT"
C O G N I T I V E L E V E L			
Item numbers: 1, 12	Item numbers: 10, 12, 24, 27, 46, 77, 80, 105, 111, 128, 132, 136, 140	Item numbers: 118, 135	Item numbers: 1, 12, 77, 80, 105, 111, 128, 132, 140
P E R F O R M A N C E / S K I L L L E V E L			
Item numbers: 7, 12,	Item numbers: 5, 46, 68, 77, 80, 89, 105, 111, 132, 136, 140	Item numbers: 118, 135	Item numbers: 5, 7, 12, 68, 77, 80, 89, 105, 111, 132, 140
A T T I T U D E / F E E L I N G L E V E L			
Item numbers: 1, 7, 12	Item numbers: 5, 10, 89		Item numbers: 1, 5, 7, 12, 89

The following statement numbers did not make it to the final round, but were rated considerably more "essential" or "important" for entry-level managers than for top-level managers. For that reason they are included here to focus specifically on skill enhancement or rating scales for the entry-level administrator.

Cognitive Level	119, 121, 138	134
Performance/Skill Level	119, 138	134
Attitude/Feeling Level	121	

It is recognized that these competencies are not embodied in a single individual. Therefore, administrators and candidates must be amenable to acquiring those skills, awarenesses, and knowledge that research has demonstrated to be the minimal essentials necessary for the effective administration of occupational education programs.

APPENDIX A

1. Cover letter (2 pages)
2. Commitment statement

ODCOE

ORGANIZATION FOR DIRECTION AND COORDINATION OF OCCUPATIONAL EDUCATION

February 23, 1976

Consortium Members:

William D. Allen

Bill Anderson

Ab Brown

Dean Jules Fraden

Dean Martin E. Jack, Jr.

Dr. Greg Ohanosen

Dr. Dale Parnell

Ralph Todd

As the chief administrator of a community college, have you wondered about the wide variability in the success of Occupational Education programs? Have you attributed it, in part, to the presence of specific and unique competencies of the program administrators at different levels of management? Do you also feel there are essential competencies held in common by all levels of program administration? Project COPES (Community College Occupational Program Evaluation System) has identified as a crucial priority the fact that minimum essentials for effective direction and coordination of occupational education programs have not yet been determined. The State Chancellor's Office is aware of the importance of this issue and has initiated an appropriate VEA Part C research project. A consortium, drawn from many areas of the state, is advising the coordinating staff. Project headquarters is located in the research office at Pierce College.

How will the results of this project help you? They will provide administrative personnel with guidelines identifying the minimum essentials of managerial competencies, without which occupational education programs may be weakened. They may be used to assess and improve such programs by upgrading or better utilizing existing personnel. They may be the basis for in-service, management training, or effective reorganization. Certainly, they should stimulate discussion about occupational education program management.

As this is a statewide project, your help is needed to ensure input from every community college campus and multi-campus district office. This will guarantee as broad and complete a range of responses as possible. We need you to:

1. Select a respondent from each of three levels of management. The first is you or your designated first-line administrator; the second is the person having major responsibility for occupational education on your campus (e.g., the dean or chief administrator of Occupational Education); the third is an entry-level administrator (e.g., a division head or department head responsible for several occupational education programs). We realize that administrative titles differ throughout the state, but trust you will know the appropriate persons to select.

Coordinators:

Dr. Bill Morris

Ms. Margaret E. Quinn

Dr. M. Stephen Sheldon

PIERCE COLLEGE · 6201 WINNETKA AVENUE · WOODLAND HILLS, CALIFORNIA 91364 · TEL. 213-347-0551

2. Have each respondent sign a pre-addressed and stamped project commitment statement (three are enclosed) and return it to us by March 5. As the validity of the results is dependent upon completion of all four rounds, and because the implications of the study are far-reaching, we are sure you appreciate the need for only those participants who will be able to see it through.

Respondents will be asked to fill out four questionnaires. It is anticipated that each one will take less than 30 minutes to complete. Round One will be sent immediately upon receipt of a commitment statement. It will consist of only one question asking for a list of administrative competencies at various levels. Round Two will ask for a rating of statements made from the totality of responses on Round One. The third mailing will give some statistical feedback, will ask for another rating and a minority opinion, if appropriate. The final round will include the minority opinions, which participants will be asked to read before their final rating. The time-line will be:

	Mailed out by:	Returned by:
Round 1:	March 8	March 19
Round 2:	April 27	May 7
Round 3:	May 17	June 1
Round 4:	June 14	June 25

We will attempt to mail the final Round Four to entry-level management by June 7 so they will have it before the semester ends.

We hope we have communicated the need, format, time-line, and usefulness of the results of this project so that you will feel comfortable committing yourself to it. Feel free to call us (Ext. 376 at Pierce) or any member of the consortium at any point during the project. A final report will, of course, be sent to all participants.

Sincerely,

Dr. M. Stephen Sheldon
Project Coordinator

Ms. Margaret E. Quinn
Assistant Project Coordinator

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Enclosures

Commitment Statement for VEA Part C statewide research project, " Organization for Direction and Coordination of Occupational Education " (ODCOE)

Name:_____Position:_____

District, College, or Present Organization:_____

Address:_____

City:_____Zip:_____Phone (area code):_____Ext:___

Total number of years employed in education:_____

Total number of years employed in community college education:_____

Total number of years in present position:_____

ODCOE will consist of four questionnaires mailed according to the following time-line. It is anticipated that each of the four rounds will require 30 minutes to complete. The first round will be mailed immediately upon receipt of this commitment statement.

	Mailed out by:	Returned by:
Round 1:	March 8	March 19
Round 2:	April 27	May 7
Round 3:	May 17	June 1
Round 4:	June 14	June 25

I agree to participate in all four rounds and understand I will receive a copy of the final project report.

I am returning the commitment statement and choose not to be a participant.

Signature_____

Please fold and return this pre-addressed and pre-stamped commitment statement by March 5. Thank you.

APPENDIX B

1. Cover letter
2. Round One (3 pages)

ODCOE

ORGANIZATION FOR DIRECTION AND COORDINATION OF OCCUPATIONAL EDUCATION

February 24,1976

Consortium Members:

William D. Allen

Bill Anderson

Ab Brown

Dean Jules Fraden

Dean Martin E. Jack, Jr.

Dr. Greg Ohanosen

Dr. Dale Parnell

Ralph Todd

Dear ODCOE respondent,

We thank you for agreeing to be an ODCOE participant. The basic research procedures that will be used for the project are referred to as the Delphi technique. It will consist of four rounds of questionnaires. This, the first round, will require more of your time to complete than any of the remaining three.

The enclosed first round consists of one question in three parts. You may use the back of the page for additional space, but be sure to indicate whether your statement is applicable to "general" or "occupational education" administrators, as indicated by the column headings on the front of the question sheets.

Upon completion, please return your statements in the enclosed envelope. The deadline for return is March 19. Be assured that your input is important and will be used in subsequent rounds of the project.

Sincerely,

Meg Quinn

Coordinators:

Dr. Bill Morris

Ms. Margaret E. Quinn

Dr. M. Stephen Sheldon

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Steve Sheldon Meg Quinn

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Name: _____ College: _____

Position: _____

ODCE Round 1 Question (Parts A, B, C)

Many feel that a lack of competencies among community college administrators, and administrators of occupational education, influences the degree of success of occupational education programs. Further, it may be that different competencies are required at different levels of administration.

Please list those skills, abilities, and understandings you feel to be the minimum essentials for successful management of programs at the three adminstrative levels described below. Indicate in the appropriate column whether each item is applicable to general college administration (Gen'l) or unique to the administration of occupational education (Oc. Ed.). For instance, interpersonal skills may be a general administrative characteristic, while awareness of VEA legislation may be unique to occupational education administration.) Number each statement. Please feel free to use extra sheets if you need more space.

A. List the skills, abilities, and understandings needed by top level management (eg., a Chancellor, President, or Dean of Instruction) without which occupational education programs would be less successful.

	Gen'l	Oc. Ed.

B. List the skills, abilities, and understandings needed by middle level management (the administrator having major responsibility for occupational education on a campus or in a district office) without which occupational education programs will be less successful.

	Gen'l	Oc. Ed.

C. List the skills, abilities, and understandings needed by entry level management (eg., a division head, or department head responsible for supervising more than one program) without which occupational education programs will be less successful.

	Gen'l	Oc.Ed.	

APPENDIX C

1. Cover letter for participants
2. Cover letter for heretofore non-participants
3. 148 statements (10 pages)
4. Sample of marking scale used in Rounds Two through Four

ODCOE

ORGANIZATION FOR DIRECTION AND COORDINATION OF OCCUPATIONAL EDUCATION

April 27, 1976

Consortium Members:

William D. Allen

Bill Anderson

Ab Brown

Dean Jules Fraden

Dean Martin E. Jack, Jr.

Dr. Greg Ohanosen

Dr. Dale Parnell

Ralph Todd

Coordinators:

Dr. Bill Morris

Ms. Margaret E. Quinn

Dr. M. Stephen Sheldon

Dear ODCOE participant,

We were pleased by your participation in Round One and by the breadth, depth, and detail of the over 4500 responses received. While it was relatively easy to remove the overlapping statements, we still found ourselves with nearly 900 ideas. Where possible, we combined several complementary and/or parallel statements into summary ones. To reduce the list further, the consortium determined we use only those statements dealing with occupational education administrators. The result, Round Two, is enclosed. Should you feel that an idea of yours has been omitted, or that the meaning has been changed, please add it in the space provided on the cover page.

We have had several thoughtful, concerned letters regarding the problem of line versus staff job definition, and we realize this may have made Round One more difficult to answer. To simplify the distinction, we are asking you to mark the questionnaire according to two levels: (A) the person most responsible for occupational education on a campus or in a district office, (B) an entry level person (eg., a division head or a department head responsible for supervising more than one program).

Each of the enclosed statements is to be marked so as to reflect your opinion about it's importance as a necessary minimum essential for an administrator of occupational education programs, according to the following scale:

1. Essential
2. Important
3. Useful
4. Unimportant
5. No Value

Remember, in your scoring, that we are trying to achieve consensus on those administrative attributes without which programs in occupational education would be weakened.

Your final task is to check the "YES" column if you feel the statement refers primarily to an administrator of occupational education (as opposed to a general administrative characteristic).

A return envelope is enclosed. The deadline for return is May 7. As we have reserved computer time according to our time-line, we know you will understand the necessity of receiving your scoring by the deadline.

Sincerely,

M. Stephen Sheldon

Meg Quinn

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ODCOE

ORGANIZATION FOR DIRECTION AND COORDINATION OF OCCUPATIONAL EDUCATION

April 27, 1976

Consortium Members:

William D. Allen

Bill Anderson

Ab Brown

Dean Jules Fraden

Dean Martin E. Jack, Jr.

Dr. Greg Ohanosen

Dr. Dale Parnell

Ralph Todd

Although we know that you chose, for various reasons, not to participate in ODCOE, we are enclosing Round Two in order to keep you informed about this statewide project, and to give you an opportunity to join at this point. Round One was sent to all respondents and consisted of one open-ended question in three parts. Over 4500 statements were returned from over 200 participants, from which the enclosed list of summation statements was compiled.

The purpose of the project is to determine consensus on those minimum essentials necessary for a successful administrator of community college occupational education programs. It may be that there are characteristics unique to such administrators and we are attempting to ascertain if that is the case and, if so, what those attributes are.

If you wish to join at this point, either you or the person most responsible for occupational education on your campus should mark each of the enclosed statements to reflect your opinion on it's importance as a necessary minimum essential for an administrator of occupational education programs, according to the following scale:

1. Essential
2. Important
3. Useful
4. Unimportant
5. No value

The questionnaire is to be marked according to two levels: (A) the person most responsible for occupational education on a campus or in a district, (B) an entry level person (eg., a division head, or a department head responsible for supervising more than one program). Your final task is to check the "YES" column if you feel the statement refers primarily to an administrator of occupational education (as opposed to a general administrative characteristic).

A return envelope is enclosed. The deadline for return is May 7. As we have reserved computer time according to our time-line, we know you will understand the necessity of receiving your scoring by the deadline.

Sincerely,

M. Stephen Sheldon

Meg Gemmi

Coordinators:

Dr. Bill Morris

Ms. Margaret E. Quinn

Dr. M. Stephen Sheldon

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Appendix C

ITEMS FOR ROUNDS TWO AND THREE

* refers to statements retained for the final round.
** refers to statements which were considered minimum essentials for occupational education administrators.

An administrator of occupational education programs must have, as minimum essentials, the following skills, attributes, and knowledge. He or she is able to:

*1. Understand the fole of each segment of California higher education; know and appreciate the unique role, concept, purpose, and problems of the two-year community college.

2. Understand the organization and purpose of nearby or affiliated colleges.

**3. Believe occupational education is just as important, valid, and needed as academic education; demonstrate the vision and capacity to base actions on and transmit to others this philosophical base.

4. Show a willingness to support and work cooperatively with all segments of the college, including instructional programs other than occupational.

*5. Educate non-occupational faculty in the important contribution of and necessity for occupational education.

6. Work equally well with an academic or occupational group and convey effectively differing points of view back and forth.

*7. Show awareness of the "collective inferior feeling" of occupational education personnel; believe that they are not of less importance than the "academic side" and work to eradicate their feeling, so that one does not appear to be a mere figurehead for management.

**8. Show that one does not have "tunnel vision" only for occupational education and can see the total picture, including how occupational education fits in with other programs and objectives.

*9. Have long-range aspirations toward a career in educational administration.

10. Demonstrate that the Dean of Instruction and the Dean of Occupational Education should be on the same level of responsibility, as the former rarely has the knowledge or ability to understand ramifications of occupational education.

11. Demonstrate that the Dean of Occupational Education should answer to the President and not to the Dean of Instruction, due to the fact that all business from the Chancellor's Office or government agencies requires working directly with the President's Office.

*12. Create status for the Dean of Occupational Education position and show equality between academic and occupational interests on college committees.

**13. Insure consistency of administrative decisions with district or statewide occupational education policies and provide administrative direction for occupational education policy development.

**14. Willingly discuss problems openly and candidly and fight aggressively on behalf of occupational education so staff and students feel they have a strong advocate for their particular problems.

15. Understand institutional organizational structure, own role within that structure, the chain of command, and the magnitude of one's position.

16. Exhibit an understanding of politics -- its power, influence, relationships, and authority -- and the societal, political, and economic forces affecting community colleges.

17. Demonstrate knowledge of the history of occupational education.

**18. Understand the full scope of the California State Plan for Vocational Education.

19. Understand the legal mandates of the Education Code, Title V.

**20. Show awareness of current, pending, and projected legislation and rules which help or hinder effective occupational education and have personal acquaintance or contact with officials with whom local institutions must deal in funding, validating, supporting, and assessing programs.

**21. Understand accounting and reporting procedures, in detail, for VEA and federal agencies, as well as VEA reports, claims, forms, constraints, and requests; develop grant proposals to tap same.

**22. Show knowledge of funding sources, procedures, constraints, and formulas used for allocating federal or local tax funds.

**23. Use USOE and CID codes.

*24. Understand the power of the Veteran's Administration regarding occupational education.

**25. Determine state and regional offices and personnel that support occupational education.

**26. Understand financial aspects of grants, including funding sources, applying, budgeting, accounting, monitoring, reporting, and claiming.

*27. Be a qualified grant writer (or be willing to undertake training in same); be knowledgeable in appropriate application and submission procedures and the process used to arrive at awards.

**28. Write plans and applications for occupational education projects and anticipate the multitude of reports for occupational education.

**29. Understand COPES and its value to occupational education.

30. Use correct procedures in compiling data and preparing financial, descriptive, statistical, and narrative reports for internal use or for outside agencies.

31. Exhibit skill in interpreting computer-generated data and in using computer systems to advantage.

32. Use knowledge of computer data base input of occupational education classes and programs and methods used to change or update the data base.

33. Recognize the importance of statistical data and administer or work with the Office of Research, in order to generally evaluate and improve programs.

34. Effectively utilize the expertise of a project writer and understand the value of such a person.

35. Develop and utilize data on such as job success and failure of former students, salaries, student and employer perceptions of programs, and be aware of the importance of the confidentiality of data.

36. Attend board meetings; recommend and prepare board agenda items; effectively present and defend occupational education agenda items to the board, whose members one is able to work with and lead.

**37. Formulate and recommend to the board new or revised policies and procedures, as well as report accurately in a timely fashion on the status and trends in occupational education.

**38. Keep superiors and related administrative services informed of occupational education changes on the federal, state, local, and intercollegiate levels; represent occupational education administrative views to the faculty, and vice versa.

**39. Be actively involved, cooperate, and participate effectively in statewide and regional occupational education organizations and programs.

**40. Visit and obtain information from other agencies involved in occupational education and keep abreast of parallel programs, their strengths and limitations, as well as curricula changes.

**41. Show a broad acquaintance with competing agencies, such as ROP, adult schools, private trade schools, etc.

**42. Keep abreast of national and local socio-economic and educational activities and evaluate their implications for occupational education programs.

43. Provide input for five- and ten-year plans, with foresight for long-range planning.

**44. Prepare comprehensive long-range, intermediate, and detailed short-range occupational education operating plans for the college.

45. Establish departmental policy.

*46. Use the "Resource Guide for Administrators of Occupational Education," put out by the California Community Colleges.

**47. Organize, utilize, and work with competent advisory committees, for each occupational program, in order to ensure their active involvement, dedication, and support.

**48. Exhibit a willingness to listen, respond, and work with a lay board and with external constituencies (business, industry, labor), even when they are critical of the college and/or programs; improve old, or organize new, programs, as advised, keeping in mind student and employer needs.

**49. Promote liaison and rapport with local and regional planning groups concerned with human resource development.

**50. Show an interest in and awareness of community resources for staffing advisory committees, developing work experience programs, etc.

51. Understand the nature and needs of the community served.

52. Support a community relations program while maintaining the college as a community institution; recognize new opportunities for community service; be actively involved and visible in local community activities.

**53. Interpret the programs of the college to the community and educate the lay public about the types of occupational education programs available through comfortable interfacing with different community segments to assure maximum publicity.

54. Assist and participate in promotion, development, maintenance, and expansion of youth leadership programs.

**55. Remain aware of changes in public attitudes toward occupational education, and stay abreast of changing needs through surveys, assessments, manpower management information, advisory committees, and unions.

**56. Deal with community members who apply pressure to have favorite programs started, continued, and heavily supported to the detriment of other programs; make decisions based on job opportunities in the community.

**57. Develop or maintain broad contacts in business and industrial communities in order to have data for program revision, deletion, addition; for cooperative education placements; for potential facilities and equipment.

58. Willingly use community resources as labs and facilities.

**59. Recognize the need for and implement articulation of occupational education programs with secondary schools, four-year colleges, and the business and industrial community.

**60. Coordinate intra-departmental and inter-campus activities and responsibilities; be effective in relating occupational education activities to other areas of the college.

**61. Relate to and "talk the language" of work-oriented community, including employers and supervisory on-line people, to enhance cooperation with occupational education staff and students.

**62. Understand the effect of the local economy as it relates to employment trends.

**63. Understand the relationship between occupational training and the work world; i.e., general character of national and local labor market conditions (realizing that students may be very mobile and carry training to other locales) and DOT classification systems.

**64. Analyze existing and emerging long and short range manpower data, job needs studies and employment projections to substantiate program planning and meet training needs.

**65. Utilize professional groups and organizations representing industrial employers and employees, such as Health Manpower, Farm Bureau, government agencies, the California Manpower Management Information System, etc.

**66. Disseminate information on the extent of job opportunities resulting from the department's programs and make such information available for use in career selection.

67. Develop and maintain effective public relations procedures, techniques, and programs; produce articles for newspapers, and appear on television or radio.

*68. Establish and maintain liaison with other institutions in the city, county, and state to avoid needless duplication and oversupply of trained people.

**69. Develop curriculum which meets the institutional criteria, yet provides needed and realistic employment skills within a reasonable time.

**70. Initiate and coordinate evaluation of programs and make recommendations for change to keep programs consistent with overall objectives and requirements of accrediting and licensing institutions.

**71. Determine when new programs should be instituted and eliminate weak courses even though they have been taught for years, or remediate in order to get back on course.

**72. See that occupational education programs are practically oriented, rather than highly theoretical, and have a sense of program, so that both old and new occupational offerings have some theoretical coherence.

**73. Show knowledge of local and state forms and requirements for new occupational education programs and course changes.

**74. Perform as an effective, permanent member of a college or district curriculum committee.

75. Develop new programs under adverse conditions, including budget and academic opposition.

76. Show knowledge of common areas of different programs, so they may be fitted into clusters and not thought of as separate entities.

*77. Assist in curriculum articulation at the secondary, ROP, and post-secondary levels.

78. Plan and organize viable programs of manpower training, retraining, apprenticeship, and work experience, including field visits and in-service.

**79. Show knowledge that the key success criterion of vocational programs is successful placement.

*80. Show knowledge of hiring and training practices and the workings of local labor unions as they pertain to educational programs; use such knowledge in skillful placement of graduates.

81. Use data on graduates' skills, equipment, and vocational abilities.

82. Participate in the development and implementation of evaluation systems and criteria for instructional and departmental programs, determining if they have measurable objectives.

83. Exhibit an in-depth knowledge of learning theory and teaching styles so as to effectively recommend new instructional technology.

84. Understand that program outcome, rather than course enrollment, is the primary evaluative criterion of an occupational education program.

**85. Understand occupational education's unique scheduling problems, work loads (long labs), class size, and equipment requirements (not necessarily technical but quantity and quality).

86. Understand occupational education programs as a result of daily review of the programs.

87. Supervise live shop occupation programs (e.g., students working on customer-owned autos instead of school projects).

88. Supervise preparation of reports on class size, teaching loads, drop-outs, and attendance.

*89. Identify strong teaching personnel out of business and industry, with the understanding that such people can become the best instructors with some training.

**90. Ascertain that all occupational teachers have the necessary occupational experience, state certificates, or credential requirements and employee qualifications to meet the State Plan requirements under VEA or laws pertaining thereto.

91. Attract and select an effective instructional staff and be skilled in interviewing (including knowledge of interviewing techniques).

92. Follow local policies for hiring and assigning substitutes, evening, and part-time staff, and student aides, as well as those for sick leave and hourly pay periods.

93. Show knowledge of or experience in collective bargaining, handling grievance procedures, contracts, contract administration, and affirmative action and dealing with same in a constructive, fair manner.

94. Treat occupational staff fairly in terms of pay, benefits, and faculty status by establishing sound criteria for staff selection, assignment, and pay.

95. Recognize appropriateness of and utilize different types of teaching techniques for different situations.

96. Understand the need for support personnel (stock clerks, lab assistants, etc.) even for small classes and show experience in personnel services.

97. Demonstrate a strong working relationship with faculty members with whom one often mingles on site.

98. Understand the ramifications of the Fair Labor Standards Act, Civil Rights Act of 1964, and laws relating to employment in federally funded programs.

99. Exhibit knowledge of the writing and financial aspects of contracts; e.g., for off-campus instruction and facilities use.

100. Show knowledge of budgeting procedures, including cost projections and justifications; exercise fiscal control with a sense of cost consciousness and accountability.

101. Deal willingly with competing claims for resources and support costly programs that are achieving their purposes.

**102. Defend occupational education programs which may be expensive, require small classes from a safety viewpoint, produce relatively few contact hours, incur uniquely increasing costs and large capital outlays for replacement, and understand that their value cannot be judged by their high cost per student.

**103. Articulate needs and willingly fight the "holy war" for resources from internal and external agencies for occupational education in terms of budget, staff, scheduling, class size, teaching loads, facilities, aides, etc.

104. Participate in the development and implementation of evaluation systems and criteria for management, certificated, classified and technical personnel.

*105. Develop performance-based standards and curriculum.

**106. Recommend or approve staff promotions, retentions, demotions, and dismissals.

**107. Exhibit an awareness of facilities, equipment, manpower, and supply needs for an occupational education program; exhibit management skills needed to prepare an annual inventory and provide adequate and properly maintained equipment and supplies to instructors.

108. Undertake facilities analysis and department needs development surveys, in order to assist in the selection, purchase, and repair or replacement of existing equipment and facilities, and recognize adequate facilities and equipment.

109. Recommend on all matters relating to facilities acquisition and development, including planning and construction of buildings and/or equipment, and implement such matters when approved by the Board.

110. Write specifications and prepare claims.

*111. Exhibit knowledge of the Educational Code and related statutes, including fire and safety regulations, in order to organize, supervise, and administer occupational education clinics, labs, shops, etc.

112. Demonstrate a knowledge of student personnel administrative operations (e.g., admissions, grading, logistics, and graduation).

113. Arrange for coordination of field trips.

114. Administer all special occupational education programs funded by outside agencies.

115. Use knowledge of ADA, WSCH, and FTE unique to occupational education.

116. Coordinate an annual evaluation of the college catalog and other instructional program brochures, manuals, and publications and make necessary revisions.

117. Develop and keep current, with the help of instructors, course outlines and know latest equipment and instructional materials.

*118. Review, recommend, and approve, with the help of instructors, textbooks and audio-visual materials and suggest changes when advisable.

119. Exhibit skill in developing instructional material and in adapting materials to occupational education.

120. Work closely with the library in ordering books and periodicals; coordinate library and audio-visual departments with the needs of the instructional staff and at the same time encourage the staff to use the facilities.

121. Understand the special motivating factors and objectives of the occupational education student, as well as his or her academic needs.

122. Show in-depth knowledge of different student populations needs and a sensitivity to the values, goals, and needs of students of differing cultural backgrounds.

123. Use knowledge of support service systems including: personal and vocational counseling and guidance, comprehensive career education centers, classified staff, use of paraprofessionals, students with special needs (disadvantaged and handicapped) placement, and financial aid.

124. Show skill in recruiting students.

125. Exhibit student-relation skills and maintain a direct communication with students.

126. Use awareness of the various approaches needed for instruction of adults and "non-traditional" students.

127. Use general knowledge of state and district policies of admission requirements for local, transfer, and out-of-state residents.

*128. Exhibit a thorough knowledge of transfer level/lower division occupational education courses.

129. Demonstrate skill in working with unemployed and under-employed welfare recipients.

130. Show familiarity with the business aspects of student loan programs as related to occupational education.

131. Organize and successfully support or run a continuing, effective professional improvement and staff development in-service program for faculty, part-time, and services staff.

*132. Organize workshops for new staff members for orientation in such areas as college paperwork, class presentation, student discipline, etc.

133. Indoctrinate all new staff properly concerning all records, budgets, purchases, inventories, advisory committees, and class management.

134. Maintain currency in a skill or occupational area.

*135. Show experience in business, industry, public employment, or military, other than teaching, whereat one earned one's living.

*136. Demonstrate practical training and/or experience in the administration of occupational education programs (preferably practical experience such as apprenticeship programs) for several years at different levels of education.

137. Reflect background in both academic and occupational education.

138. Demonstrate in-depth knowledge of areas supervised.

139. Demonstrate a working/speaking knowledge of all vocational areas in program.

*140. Demonstrate several successful years as a full-time credentialed teacher of occupational education in a community college, and have in-depth knowledge of teaching techniques.

141. Demonstrate background training in management by objectives, defining educational goals, and writing measurable objectives.

142. Demonstrate a background in school law and finance.

143. Show possession of or eligibility for a valid California community college administrative officer's credential (master's degree or higher).

144. Show an earned doctorate.

145. Show an earned doctorate in some occupational area, not education.

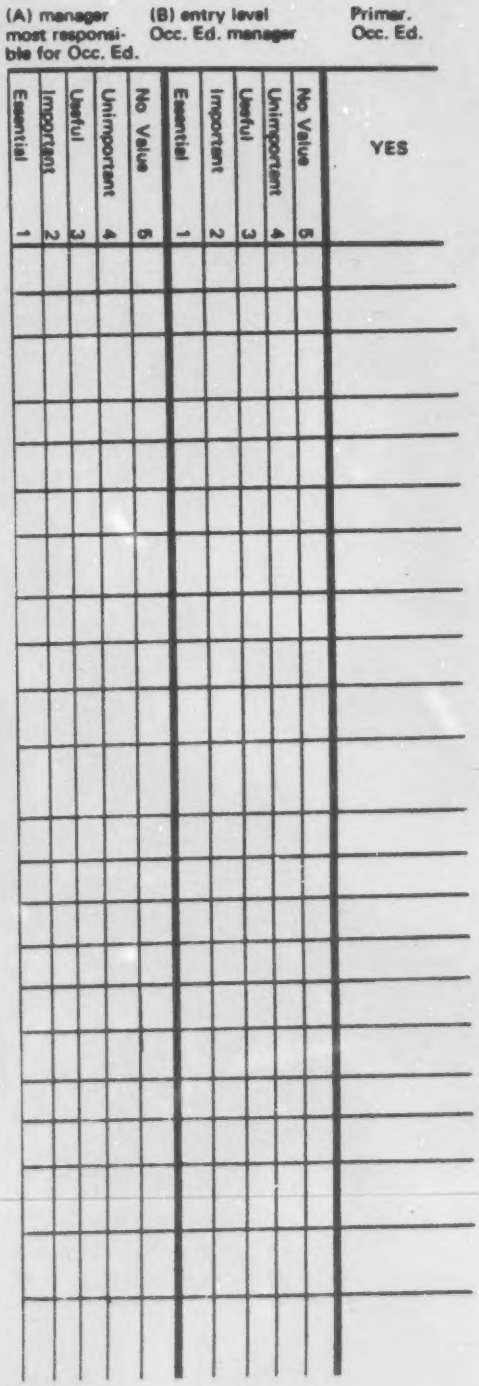
146. Show membership in peer professional organizations.

147. Show an equal or superior academic background as other deans or equivalent administrators.

148. Show willingness to work sixteen hours a day, have no need for sleep or recreation, preferably be unmarried with a wide range of friends in politics and industry.

(Sample marking scale)

Participants marked this Likert-type scale for each of the previously listed 148 items. They also check the "YES" column if they felt the statement referred primarily to occupational education administration.



APPENDIX D

1. Cover letter
2. Feedback from Round Two (3 pages)

ODCOE

ORGANIZATION FOR DIRECTION AND COORDINATION OF OCCUPATIONAL EDUCATION

May 17, 1976

Consortium Members:

William D. Allen

Bill Anderson

Ab Brown

Dean Jules Fraden

Dean Martin E. Jack, Jr.

Greg Ohanesen

Dr. Dale Parnell

Ralph Todd

Coordinators:

Dr. Bill Morris

Ms. Margaret E. Quinn

Dr. M. Stephen Sheldon

Dear ODCOE participant,

Thank you for promptly returning Round Two and completing what may have been a more tedious job than we had anticipated. One of the tenets of the Delphi Technique is that the words and ideas be used as presented by our respondents. As a result, some statements may have seemed long, awkward, or biased, much as would be the case if the forum were an open discussion. However, marking a survey does involve less time than an extended open debate would and those items which are not considered essential will naturally not be included in a final list of "minimum essentials for the administration of occupational education." As you may recall, over 4500 responses were submitted in Round One which were reduced to nearly 300 separate ideas. The ODCOE consortium deleted those which dealt with general rather than occupational education administrative attributes. You received the remaining 148 items. We hope you will bear with us for this round, and the final one to come.

Round Three, enclosed, consists of the same list of statements as Round Two but the percentage of Round Two responses is marked in each column. The mean (average) for each (A) and (B) category is written in the final column. Please mark each item again (right on top of the % number). If your opinion for any item is very different from the majority of your peers, please use the space at the top of each page to write a brief reason for your disagreement. Be sure to number your reason to match the number of the statement to which you are referring. It is important to share your ideas if they are in the minority as they may be valid and have an influence on your colleagues' scoring of the final round. Another example of the value of the Delphi Technique is that minority viewpoints can be expressed without interference. On the final round, all such opinions will be included so they may be read before final scoring.

We are trying to keep to a schedule that will allow the final round to reach you before some participants leave their campuses in mid-June. The deadline for return of this round is May 28. The last round will reach you about June 7. If you expect to have left by that date, please enclose with this round a note giving an address to which the final round can be sent. After all your good work and patience, it would be unfortunate to lose any of your responses on the final round.

Your continued support and participation is very important to the success of the project.

Sincerely,

M. Stephen Sheldon

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Following the item number (see Appendix C for the statements) are the percentages of response for the "Primarily Occupational Education" column and for each level of the 5-point scale. The means (averages) for (A) and (B) are in the final columns.

	Primar. Occ. Ed. YES	(A) manager most responsible for Occ. Ed. Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	(B) entry level Occ. Ed. manager Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Mean (Average) (A)	(B)
1.	11	53	35	11	1		24	33	39	2	1	1.6	2.2
2.	11	39	35	26			9	35	50	5	1	1.9	2.6
3.	43	81	18	1			69	24	6			1.2	1.4
4.	26	72	26	2			51	43	4	1		1.3	1.6
5.	59	43	47	9			26	48	24	1		1.7	2.0
6.	30	55	39	6			29	54	17			1.5	1.9
7.	44	47	35	13	3	4	37	40	15	3	4	1.8	2.0
8.	42	57	33	9	1		34	47	17	2		1.5	1.9
9.	10	15	24	35	17	8	8	18	41	22	11	2.8	3.1
10.	34	21	23	16	20	21	11	18	29	21	26	3.0	3.3
11.	35	18	18	16	20	27	8	17	22	21	33	3.2	3.5
12.	41	39	33	14	9	4	23	29	27	11	11	2.1	2.6
13.	59	61	33	6			26	44	26	3		1.4	2.1
14.	50	52	36	9	3		40	39	17	3		1.6	1.8
15.	15	64	28	7	1		45	39	14	2		1.5	1.7
16.	14	35	42	20	3		11	36	46	7		1.9	2.5
17.	41	18	26	42	10	3	9	26	45	15	4	2.5	2.8
18.	68	66	25	7	3	1	21	40	32	7	1	1.5	2.3
19.	24	61	31	6	2		20	33	43	4		1.5	2.3
20.	46	55	28	16		1	9	34	48	9	1	1.6	2.6
21.	74	70	24	5	1		19	40	34	6		1.4	2.3

	Primar. Occ. Ed. YES	(A) manager most responsible for Occ. Ed. Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	(B) entry level Occ. Ed. manager Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Mean (Average) (A)	(B)
22.	28	53	32	14	1		9	35	46	10		1.6	2.6
23.	46	54	28	15	3		18	43	25	12	2	1.7	2.4
24.	39	32	35	29	3	2	4	36	47	11	2	2.1	2.7
25.	58	47	30	21	2		11	33	47	9	1	1.8	2.6
26.	33	60	28	12			10	45	43	3		1.5	2.4
27.	25	31	44	20	3	1	5	34	50	9	2	2.0	2.7
28.	64	52	36	9	1	2	11	40	37	11	2	1.7	2.5
29.	53	38	37	23	2		15	38	41	6		1.9	2.4
30.	19	52	36	11	1		17	41	37	4		1.6	2.3
31.	9	24	43	28	5		5	30	54	10	1	2.1	2.7
32.	29	23	45	26	5		9	29	48	15		2.1	2.7
33.	15	34	33	30	3		7	31	52	9	1	2.0	2.6
34.	15	36	41	23			15	35	40	9	1	1.9	2.5
35.	93	42	43	15			17	54	21	6	1	1.7	2.2
36.	25	54	31	13	2		4	29	42	24	1	1.6	2.9
37.	43	51	39	10			8	31	43	18		1.6	2.7
38.	66	62	31	7			15	43	37	5		1.5	2.3
39.	59	48	35	17			15	37	40	6	1	1.7	2.4
40.	52	43	41	16			12	46	39	3		1.7	2.3
41.	56	52	36	11	1		16	39	39	6		1.6	2.4
42.	43	40	34	25	1		10	36	47	7		1.9	2.5
43.	25	64	26	10			21	45	32	2		1.5	2.1

	Primar. Occ. Ed. YES	(A) manager most responsible for Occ. Ed. Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	(B) entry level Occ. Ed. manager Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Mean (Average) (A)	(B)
44.	66	66	29	5			15	44	34	5	1	1.4	2.3
45.	14	26	41	17	12	4	40	35	17	8		2.3	1.9
46.	59	25	43	29	2		12	34	46	8		2.1	2.5
47.	62	60	32	8			56	31	11	2		1.5	1.6
48.	37	65	29	6			44	38	16	2		1.4	1.8
49.	35	51	35	13	1		19	35	39	6		1.6	2.3
50.	47	53	40	6		1	36	43	19	2		1.6	1.9
51.	15	76	19	4		1	50	33	15	1		1.3	1.7
52.	9	39	36	20	4		17	37	39	5	1	1.9	2.4
53.	39	52	33	15			15	43	40	2		1.6	2.3
54.	15	7	29	51	10	3	8	25	47	16	4	2.7	2.8
55.	47	55	28	16	1		18	49	30	3		1.6	2.2
56.	38	49	39	10	2		23	41	29	5	1	1.7	2.2
57.	42	51	35	12	2		27	42	25	5		1.7	2.1
58.	18	47	38	13	1	1	34	46	16	2	1	1.7	1.9
59.	50	52	44	3		1	29	46	21	2	1	1.5	2.0
60.	41	48	36	15			19	49	31	1		1.7	2.1
61.	48	43	34	21		1	30	38	30	1	1	1.8	2.1
62.	37	43	40	16	1		21	48	27	2	1	1.8	2.1
63.	51	57	31	11		1	27	44	27	3		1.6	2.1
64.	48	54	38	8			16	45	34	4		1.5	2.3

	Primar. Occ. Ed. YES	(A) manager most responsible for Occ. Ed. Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	(B) entry level Occ. Ed. manager Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Mean (Average) (A)	(B)
65	50	39	41	17	2		13	38	40	10		1.8	2.5
66.	44	38	35	26			32	34	34	1		1.9	2.0
67.	15	22	41	37			10	35	50	5		2.2	2.5
68.	41	41	49	10			17	39	37	6		1.7	2.3
69.	36	56	38	5	1		43	43	14	1		1.5	1.7
70.	36	48	44	7		1	33	52	12	2	1	1.6	1.9
71.	29	58	39	2	1		40	44	16			1.5	1.8
72.	48	47	39	13	1	1	41	40	16	2	1	1.7	1.8
73.	44	53	32	15			18	35	45	2		1.6	2.3
74.	19	44	26	28	3		19	35	40	7		1.9	2.3
75.	18	35	43	17	2	3	23	35	33	4	5	2.0	2.3
76.	20	33	48	16	1	2	18	36	38	4	3	1.9	2.4
77.	38	37	51	10	2		12	40	42	6		1.8	2.4
78.	47	40	48	12			18	47	31	4		1.7	2.2
79.	46	54	36	10			43	36	18	2		1.6	1.8
80.	50	35	38	26			22	43	32	2		1.9	2.2
81.	32	33	42	24	1		24	37	38	2		1.9	2.2
82.	11	40	43	13	3		34	46	18	1		1.8	1.9
83.	7	35	37	25	1		34	40	23	2		1.9	1.9
84.	25	44	43	12		1	38	43	18		1	1.7	1.8
85.	45	51	41	5	2	1	49	40	7	2	1	1.6	1.7
86.	32	18	28	36	7	11	24	31	28	2	12	2.7	2.4
87.	38	8	21	31	34	5	26	35	27	11	2	3.1	2.3

	Primar. Occ. Ed. YES	(A) manager most responsible for Occ. Ed. Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	(B) entry level Occ. Ed. manager Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Mean (Average) (A)	(B)
88.	14	28	30	29	11	3	23	52	19	4	2	2.3	2.1
89.	40	26	43	25	4	2	21	46	30	1	2	2.1	2.2
90.	55	61	28	7	3	1	26	45	22	3	3	1.6	2.1
91.	11	52	33	12	3		36	43	20	1		1.7	1.9
92.	4	46	30	20	3	1	42	36	19	2	1	1.8	1.8
93.	7	36	34	23	3	3	12	31	44	7	6	2.0	2.7
94.	15	59	26	14	1		46	37	13	2	2	1.6	1.8
95.	6	27	40	29	3		35	49	15			2.1	1.8
96.	9	32	44	21	1	2	32	51	16		1	2.0	1.9
97.	6	38	39	22	1		42	41	15	1	1	1.9	1.8
98.	17	47	32	19	2		21	33	37	8	2	1.8	2.4
99.	6	36	43	17	3		5	32	50	12	1	1.9	2.7
100.	4	63	28	8	1		33	41	22	3		1.5	2.0
101.	11	41	45	9	3	1	21	50	22	4	2	1.8	2.2
102.	46	48	33	15	2	1	34	38	25	1	2	1.7	2.0
103.	37	43	43	9	4	1	30	47	16	4	2	1.8	2.0
104.	2	38	46	11	4	1	26	39	27	8	1	1.8	2.2
105.	7	32	44	19	3	2	34	45	18	1	1	2.0	1.9
106.	3	49	38	9	2	1	39	45	23	2	1	1.7	2.0
107.	30	42	46	9	3		44	39	15	2		1.7	1.8
108.	18	30	52	15	3		43	39	15	3		1.9	1.8
109.	8	49	31	14	5		23	42	30	4		1.8	2.2
110.	11	28	40	21	4	7	10	26	46	10	7	2.2	2.8
111.	24	38	42	17	1	1	22	38	32	8	1	1.8	2.3
112.	6	17	46	34	1	2	14	51	29	4	1	2.2	2.3
113.	6	10	23	40	21	6	26	45	22	5	1	2.9	2.1
114.	34	46	34	15	3		10	39	38	10	3	1.8	2.6
115.	34	53	35	12			27	36	32	4	1	1.6	2.2
116.	8	34	39	24	2	1	23	44	30	3		2.0	2.1
117.	11	29	35	30	5	1	53	33	12	2		2.1	1.6
118.	10	15	34	41	9	4	43	43	12	3		2.6	1.8
119.	22	15	41	36	8		40	37	19	2	1	2.4	1.9
120.	6	13	30	38	15	3	32	45	19	2	1	2.6	1.9
121.	28	34	43	22	1		46	41	13			1.9	1.7
122.	9	31	45	23	1		33	47	19			1.9	1.9
123.	12	40	38	20	2		35	48	15		1	1.8	1.8
124.	4	11	33	43	11	1	32	41	19	7		2.6	2.0
125.	4	12	37	35	15	2	42	43	12	3		2.6	1.8
126.	3	21	34	32	8	1	28	55	14	2		2.3	1.9
127.	3	22	33	39	3	2	8	45	41	5	2	2.3	2.5
128.	25	35	35	27	3	1	22	46	30	1	1	2.0	2.1
129.	13	13	35	43	8		18	32	47	2	1	2.5	2.4
130.	14	9	28	45	16	1	7	34	47	9	3	2.7	2.7
131.	8	38	42	18	2		16	52	29	2		1.8	2.2
132.	4	30	32	25	9		26	33	30	6		2.1	2.2
133.	4	27	37	27	7	2	34	36	27	3		2.2	2.0
134.	41	8	30	39	19	4	24	40	29			2.8	2.2
135.	40	31	31	34	4	1	35	30	29	5	1	2.1	2.1
136.	46	28	36	28	7		12	36	42	9	1	2.1	2.5
137.	32	29	38	25	6	1	15	41	34	9	1	2.1	2.4
138.	14	23	35	36	6		38	34	25	3		2.2	1.9
139.	35	43	38	15	3		23	39	36	2		1.8	2.2
140.	34	37	37	20	5		38	39	18	3	2	1.9	1.9
141.	13	27	35	34	2	1	16	40	38	5	1	2.1	2.4
142.	3	17	26	48	7	2	5	14	57	21	2	2.5	3.0
143.	6	42	19	20	14	4	22	18	32	18	10	2.2	2.8
144.	5	3	5	28	33	30		2	27	35	35	3.8	4.0
145.	12	4	6	27	37	25	1	3	32	37	27	3.7	3.8
146.	6	20	39	29	8	3	18	37	31	10	4	2.3	2.5
147.	5	8	32	30	22	8	5	29	35	21	10	2.9	3.0
148.	14	24	7	17	10	41	23	4	23	11	40	3.4	3.4

APPENDIX E

1. Cover letter for participants
2. Cover letter for those who signed commitment statements but who had not yet participated
3. Feedback from Round Three (3 pages)
4. Feedback from Round Four (3 pages)

ODCOE

ORGANIZATION FOR DIRECTION AND COORDINATION OF OCCUPATIONAL EDUCATION

June 7, 1976

Consortium Members:

William D. Allen

Bill Anderson

Ab Brown

Dean Jules Fraden

Dean Martin E. Jack, Jr.

Dr. Greg Ohanosen

Dr. Dale Parnell

Ralph Todd

Dear ODCOE participant,

You will be pleased to know that the round of ODCOE, enclosed, is the last one. It has been reduced to approximately half of the size of Rounds Two and Three. The statements eliminated were those most of you felt did not refer primarily to occupational education administration and those on which your consensus was "unimportant" or "no value" (for which there were no minority opinion comments). Those items have been included on which the consensus was not high, but for which there were minority opinions and a considerable percentage which had considered that they referred primarily to occupational administration or administrators.

Check the column which best reflects your opinion of the statement's importance. The percentages have again been written in each column so that you may see how your peers felt about the statement. Make your mark directly over the percentage number. Please be sure to read any minority opinions before you mark a statement. All minority opinions are indented and follow the statement to which they refer. The final column is to be checked if you feel the statement refers primarily to occupational education administration or administrators. The final report will not include an item unless a majority indicates that it refers primarily to occupational education--so do be sure to do that final task. The deadline for return is June 25.

The, you are through and the task is ours to complete. You will receive the final printed report some time in the fall. Thank you for all your support and the many concerned and valuable comments you have sent.

Sincerely,

Steve Sheldon

Meg Quinn

Coordinators:

Dr. Bill Morris

Ms. Margaret E. Quinn

Dr. M. Stephen Sheldon

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ODCOE

ORGANIZATION FOR DIRECTION AND COORDINATION OF OCCUPATIONAL EDUCATION

June 7, 1976

Consortium Members:

William D. Allen

Bill Anderson

Ab Brown

Dean Jules Fraden

Dean Martin E. [illegible], Jr.

Dr. Greg Ohanesen

Dr. Dale Parnell

Ralph Todd

Dear ODCOE participant,

Enclosed is the final round of the ODCOE project. In early March you agreed to participate in all four rounds but evidently found that impossible. Though you did not participate in the first three rounds, your breadth and depth of expertise is important to the completeness of the project.

This final round has been shortened to include only the items which were considered (1) to refer primarily to occupational education administrators or administration and (2) had a high consensus relative to the importance of the statement. Also included have been statements which were considered primarily to refer to occupational education but did not have consensus, if a minority opinion had been sent in by a participant.

In each column accompanying the statement, a number has been written, which represents the percentage of your peers that checked that particular column. Please check the column that best reflects your opinion as to the relative importance of the statement. Make your mark directly over the percentage number. The final "yes" column is to be checked if you feel the statement refers primarily to occupational education administrators or administration. The deadline for return is June 25.

All participants will receive a copy of the final printed report. Thank you for your response.

Sincerely,

Steve Sheldon

- Meg Quinn

Coordinators:

Dr. Bill Morris

Ms. Margaret E. Quinn

Dr. M. Stephen Sheldon

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(Feedback from Round Three)

Below are the percentages of response from Round Three for each category of the 5-point scale. The final columns give the means for (A) and (B) levels.

"*" represents items included in the final round (meeting the criteria of being considered more "Essential" than "Important" and referring primarily to occupational education, rather than general, administration).

"**" denotes those items included because minority reports were received (see Table II, p. 15).

		(A) manager most responsible for Occ. Ed.					(B) entry level Occ. Ed. manager					Mean (Average)	
		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	(A)	(B)
1.	**	82	17	1			8	50	42			1.2	2.3
2.		70	23	8			2	42	56			1.4	2.5
3.	*	94	4	2			88	11	1			1.1	1.1
4.		96	4				73	27				1.0	1.3
5.	*	42	55	3			8	81	11			1.6	2.0
6.		85	13	2			14	82	4			1.2	1.9
7.	**	80	16		3	2	25	68	3	3	1	1.3	1.9
8.	*	81	16	2		1	32	63	5			1.2	1.7
9.	**	8	25	55	10	3	2	11	68	17	2	2.8	3.1
10.		13	36	24	16	12	2	11	43	17	27	2.8	3.6
11.		8	12	22	25	34	1	7	30	26	35	3.7	3.9
12.	**	47	36	8	5	4	6	57	29	4	4	1.8	2.4
13.	**	87	13				7	82	10	1		1.1	2.1
14.	**	86	13	1	1		62	31	6	1		1.2	1.5
15.		91	8	1			63	30	7			1.1	1.4
16.	**	31	61	8			5	38	56	1		1.8	2.5
17.		9	27	61	2		3	15	78	4		2.6	2.8
18.	**	87	6	8			10	58	31	1		1.2	2.2
19.		90	9	2			3	43	54			1.1	2.5
20.	**	88	9	2	1		2	31	65	1	1	1.2	2.7
21.	*	95	4	1			2	36	62			1.1	2.6
22.	*	88	11	1			2	36	62			1.3	2.6
23.	*	82	13	4	1		1	70	25	4		1.2	2.3
24.	*	25	58	15	1			29	66	5		1.9	2.8
25.	*	75	20	5				31	69			1.3	2.7
26.	*	87	13	1			2	65	33			1.1	2.3
27.	**	25	65	9	1			23	76	1		1.9	2.8
28.	*	81	17	3			3	57	38	1	1	1.2	2.4
29.	**	54	38	8			4	38	56	2		1.5	2.6
30.		86	12	2			5	69	26			1.2	2.2
31.		15	75	9			1	29	70			1.9	2.7
32.		9	79	11			1	21	76	2		2.0	2.8
33.		50	39	11				26	74			1.6	2.7
34.		33	64	3			4	35	60	1		1.7	2.9
35.		47	50	3	1		6	74	19	1		1.6	2.2
36.		75	21	3	1		2	21	73	4		1.3	2.8
37.	*	82	14	4				22	75	3		1.2	2.8
38.	*	92	8	1			4	69	26	1		1.1	2.2
39.	**	78	20	2			2	33	64	1		1.2	2.6
40.	*	72	25	3			2	69	29			1.3	2.3
41.	*	89	10	1			4	59	37			1.1	2.3
42.	**	91	9				6	77	17			1.1	2.1
43.		96	4				4	76	20			1.0	2.2

		(A) manager most responsible for Occ. Ed.					(B) entry level Occ. Ed. manager					Mean (Average)	
		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	(A)	(B)
44.	**	96	4				4	76	20			1.0	2.2
45.		15	70	13	1	1	65	28	6	1		2.0	1.4
46.	*	10	75	14			1	31	66	2		2.0	2.7
47.	*	93	7				90	9	1			1.1	1.1
48.	*	95	5				81	18	1			1.1	1.2
49.	*	91	9				6	50	44			1.1	2.4
50.	*	90	9	1			21	74	6			1.1	1.9
51.		99	1				83	16	1			1.0	1.2
52.		60	36	4			6	45	48	1		1.4	2.4
53.	*	86	10	4			3	76	19	2		1.2	2.2
54.		6	17	70	6	1		25	66	8	1	2.8	2.8
55.	*	90	8	3			10	78	12			1.1	2.0
56.	**	84	15	1			4	84	11		1	1.2	2.1
57.	*	92	7	1			16	80	4			1.1	1.9
58.		85	13	2			24	74	2			1.2	1.8
59.	*	92	6	3			15	84	1			1.1	1.9
60.	*	84	14	2			11	81	8			1.2	2.0
61.	*	71	26	3			21	68	12			1.3	1.9
62.	*	79	19	2			13	80	7			1.2	1.9
63.	*	90	8	2			16	78	6			1.1	1.9
64.	*	89	9	2			4	79	17			1.1	2.1

		(A) manager most responsible for Occ. Ed.					(B) entry level Occ. Ed. manager					Mean (Average)	
		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	(A)	(B)
65.	*	36	61	3			1	46	53			1.7	2.5
66.	*	53	42	5			16	60	24			1.5	2.1
67.		11	82	8			1	44	54	1		2.0	2.6
68.	*	43	55	2			5	63	32			1.6	2.3
69.	**	87	10	2	1		52	46	2			1.2	1.5
70.	**	84	14	2			21	76	3			1.2	1.8
71.	**	95	5				40	59	1			1.1	1.6
72.	*	83	16		1		59	36	4	1		1.2	1.5
73.	**	88	10	2			5	39	56			1.1	2.5
74.	**	78	18	4			10	54	36			1.3	2.3
75.		19	75	5	1		6	63	31			1.9	2.3
76.		27	69	4		1	5	46	47	1	1	1.8	2.5
77.	**	21	78	1			4	51	44	1		1.8	2.4
78.		31	65	4			9	79	11	1		1.7	2.0
79.		80	18	2			66	31	3			1.2	1.4
80.	*	18	76	6			11	74	16			1.9	2.1
81.		22	75	3			6	63	31			1.8	2.3
82.		35	64	1			17	78	5			1.7	1.9
83.		25	72	3			20	77	3			1.8	1.8
84.		72	26	1	1		33	66		1		1.3	1.7
85.	**	80	16	4			67	31	2			1.2	1.4
86.		8	25	62	6		8	61	29	2		2.7	2.3
87.		4	11	36	44	5	11	62	19	7	2	3.3	2.3

		(A) manager most responsible for Occ. Ed.					(B) entry level Occ. Ed. manager					Mean (Average)	
		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	(A)	(B)
88.		16	63	18	1	2	9	88	2		1	2.1	2.0
89.	**	9	84	7			10	83	7			2.0	2.0
90.	*	87	8	3	2		11	81	7	2		1.2	2.0
91.		90	8	2			25	72	3			1.1	1.8
92.		84	11	4	2		69	25	6			1.2	1.4
93.		53	34	12	1		8	29	63			1.6	2.6
94.		90	9	1	1		73	23	4	1		1.1	1.3
95.		14	75	11			31	67	2			2.0	1.7
96.		19	78	2	1		26	71	2	1		1.9	1.8
97.		34	61	5			60	36	4			1.7	1.4
98.		75	21	4			5	38	56	1		1.3	2.5
99.		31	60	9			4	28	65	3		1.8	2.7
100.		83	15	2			18	73	9			1.2	1.9
101.		50	49	1			11	81	8			1.5	2.0
102.	*	80	16	4			24	70	6			1.2	1.8
103.	**	57	39	3		1	15	79	3	2	1	1.5	2.0
104.		31	67	2			6	81	13			1.7	2.1
105.	**	22	71	5	1	1	16	78	5		1	1.9	1.9
106.	**	76	24				21	75	4			1.2	1.8
107	*	34	63	3			67	32	1			1.7	1.3
108.		22	74	4			61	35	4			1.8	1.4
109.		73	25	1	1		15	73	11	1		1.3	2.0
110.		12	84	7	1		2	23	74	2		2.0	2.8
111.		30	66	4			7	73	21			1.7	2.1
112.		9	77	12	1		7	83	8	2		2.1	2.1
113.		4	16	68	9	3	9	76	13	2		2.9	2.1
114.		82	14	4			3	58	38	1		1.2	2.4
115		85	13	2			11	22	17			1.2	2.1

		(A) manager most responsible for Occ. Ed.					(B) entry level Occ. Ed. manager					Mean (Average)	
		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	(A)	(B)
116.		19	73	8	1		13	77	9	2		1.9	2.0
117.		10	69	21	1		75	22	2	1		2.1	1.3
118.	**	3	27	70			50	49	2			2.7	1.5
119.		4	67	28	2		62	34	4			2.3	1.4
120.		1	23	72	5		26	68	5	1		2.8	1.8
121.		17	74	7	1		68	29	3			1.9	1.4
122.		24	74	2			22	75	4			1.8	1.8
123.		60	34	6	1		21	76	3			1.5	1.8
124.		3	30	62	5		13	81	7			2.7	1.9
125.		2	61	32	4	1	30	67	3			2.4	1.7
126.		7	74	18	2		16	81	4			2.2	1.9
127.		6	36	55	3		1	64	33	2		2.6	2.4
128.	**	26	66	8	1		8	84	8	1		1.8	2.0
129.		3	41	53	3		3	28	68	1		2.6	2.7
130.		3	18	73	7		2	23	73	2		2.8	2.8
131.		23	68	8	1		5	82	13	1		1.9	2.1
132.	**	15	66	18	1		9	70	20	1		2.1	2.1
133.		9	75	15		1	23	67	10			2.1	1.9
134.		2	19	70	8	1	8	75	16	1		2.9	2.1
135.		13	31	54	2		52	34	12	2		2.4	1.6
136.		12	66	21	1		5	42	50	4		2.1	2.5
137.		9	75	15	1		5	66	26	3		2.1	2.3
138.		9	54	36	1		53	32	14	1		2.3	1.6
139.		67	30	3	1		11	80	9			1.4	2.0
140.	**	42	47	10	1		29	60	11			1.7	1.8
141.		14	68	16	3		3	71	25	2		2.1	2.3
142.		8	20	69	2	1	2	12	83	2	1	2.7	2.9
143.		61	17	13	6	3	6	18	65	7	4	1.7	2.9
144.		3	2	18	51	26	2	2	16	51	29	4.0	4.0
145.		1	2	17	54	26	1	2	18	50	30	4.0	4.1
146.		6	67	20	5	2	3	66	24	5	2	2.3	2.4
147.		3	53	29	12	4	1	15	66	11	7	2.6	3.1
148.		21	4	11	8	56	16	5	13	8	58	3.7	3.9

(Feedback from Round Four)

Below are the percentages of response on the final round in each category of the 5-point scale. The final column shows what percentage considered the item to refer primarily to occupational education administration.

"*" denotes items that were considered more "Essential" than "Important" and which are the base for Tables III - IX (pp. 17-22) and for the chapter of recommendations.

"**" denotes those items of secondary importance found in Table X (pp. 24-25).

		(A) manager most responsible for Occ. Ed.					(B) entry level Occ. Ed. manager					Primar. Occ. Ed.
		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	YES
1.	**	93	7				11	66	23			33
2.												
3.	*	99	1				95	5				50
4.												
5.	**	29	67	4			12	85	4			61
6.												
7.	**	71	19	3	4	4	18	72	4	4	3	35
8.	*	91	7	1		1	31	66	2	1		53
9.	**	7	18	67	5	3	3	11	75	9	3	29
10.												
11.												
12.	**	51	33	9	2	5	4	68	22	1	4	45
13.	*	96	4				6	83	9		1	73
14.	*	88	7	4	1		66	26	6	1		65
15.												
16.	**	28	66	5			5	42	52			23
17.												
18.	*	90	5	4	1		8	73	18	1		41
19.												
20.	*	91	8	1			1	35	63	1		62
21.	*	93	6	1			4	75	22			76
22.	*	90	7	2	1		1	45	54	1		38
23.	*	83	13	4			3	77	18	2	1	39
24.	**	15	70	15			1	21	75	2		44
25.	*	81	15	4			1	28	69	2		73
26.	*	92	6	2			5	71	25			38
27.	**	24	68	9			4	19	77	1		29
28.	*	86	11	4			4	73	23			73
29.	*	63	29	7		1	10	33	35	1	2	79
30.												
31.												
32.												
33.												
34.												
35.												
36.												
37.	*	88	11	1			2	27	70	1		74
38.	*	96	4	1			3	78	18	1		86
39.	*	90	7	3			6	41	52	1		83
40.	*	89	8	3			6	79	16			71
41.	*	88	10	3			7	76	17			70
42.	*	81	14	4			2	41	58			58
43.												

		(A) manager most responsible for Occ. Ed.					(B) entry level Occ. Ed. manager					Primar. Occ. Ed.
		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	YES
44.	*	90	8	2			2	80	18			83
45.												
46.	**	23	62	15			9	25	65	4		71
47.	*	88	11	1			93	2	5			80
48.	*	95	5				92	6	2			61
49.	*	93	7				12	66	22			56
50.	*	93	7				23	71	6			65
51.												
52.												
53.	*	95	4	1			12	83	5			68
54.												
55.	*	94	4	1	1		13	79	7			70
56.	*	90	8	1	1		8	81	10	1		61
57.	*	94	4	2	1		17	80	4			74
58.												
59.		94	4	3			14	81	4			68
60.	*	87	12	1			10	83	7			61
61.	*	81	15	3	1		23	74	4			68
62.		90	9	1			21	76	4			76
63.	*	92	7	1			20	76	5			76
64.	*	90	7	3			5	85	10			71

		(A) manager most responsible for Occ. Ed.					(B) entry level Occ. Ed. manager					Primar. Occ. Ed.
		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5	YES
65	*	49	48	3		1	6	49	44	1		59
66.	*	52	44	4			16	75	9			64
67.												
68.	**	34	61	5			8	68	23			38
69.	*	70	23	5	2		48	46	6			55
70	*	86	9	4	1		24	72	4			76
71.	*	92	5	2	1		39	60	1			56
72.	*	86	11	1	3		67	25	8			71
73.	*	85	13	2			7	61	31			64
74.	*	77	20	4			13	71	16			36
75.												
76.												
77.	**	18	78	4			9	65	25	1		55
78.												
79.	*	80	18	2			66	31	3			46
80.	**	27	71	3			16	76	8			70
81.												
82.												
83.												
84.												
85.	*	78	28	1	1		70	30				59
86.												
87.												

		(A) manager most responsible for Occ. Ed.						(B) entry level Occ. Ed. manager						Primar. Occ. Ed.
		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5		YES
88.														
89.	**	26	65	8	1			25	72	4				56
90.	*	86	12	3				15	74	11				65
91.														
92.														
93.														
94.														
95.														
96.														
97.														
98.														
99.														
100.														
101.														
102.	**	85	13	2				23	70	6				68
103.	*	61	32	5	1	1		13	81	5		1		59
104.														
105.	**	18	73	7		3		14	82	2		2		45
106.	*	75	23	2				23	73	4				53
107.	**	19	75	5				68	29	3				59
108.														
109.														
110.														
111.	**	10	78	11	1			16	76	8				47
112.														
113.														
114.														
115.														
116.														

		(A) manager most responsible for Occ. Ed.						(B) entry level Occ. Ed. manager						Primar. Occ. Ed.
		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5		Essential 1	Important 2	Useful 3	Unimportant 4	No Value 5		YES
117.														
118.	**	1	20	75	4			38	51	8	3			35
119.														
120.														
121.														
122.														
123.														
124.														
125.														
126.														
127.														
128.	**	13	73	12	1			11	82	8				36
129.														
130.														
131.														
132.	**	12	73	15	1			12	77	10	1			45
133.														
134.														
135.	**	10	29	59	3			40	39	19	2			38
136.	**	7	67	23	3			8	44	45	3			48
137.														
138.														
139.														
140.	**	21	64	13	2			17	68	14	1			48
141.														
142.														
143.														
144.														
145.														
146.														
147.														
148.														

APPENDIX F: STATEMENTS THAT HAD A MEAN OF 1.50 OR LESS, BUT DID NOT MEET THE CRITERION OF REFERRING PRIMARILY TO OCCUPATIONAL EDUCATION.

2. (1.38)(2.54) Understand the organization and purpose of nearby or affiliated colleges.

4. (1.04)(1.27) Show a willingness to support and work cooperatively with all segments of the college, including instructional programs other than occupational.

6. (1.17)(1.90) Work equally well with an academic or occupational group and convey differing points of view back and forth.

15. (1.10)(1.44) Understand institutional organizational structure, own role within that structure, the chain of command, and the magnitude of one's position.

19. (1.12)(2.51) Understand the legal mandates of the Education Code, Title V.

30. (1.16)(2.22) Use correct procedures in compiling data and preparing financial, descriptive, statistical, and narrative reports for internal use or for outside agencies.

36. (1.29)(2.79) Attend board meetings; recommend and prepare board agenda items; effectively present and defend occupational education agenda items to the board whose members one is able to work with and lead.

43. (1.09)(2.12) Provide input for five- and ten-year plans, with foresight for long-range plans.

51. (1.01)(1.18) Understand the nature and needs of the community served.

52. (1.43)(2.44) Support a community relations program while maintaining the college as a community institution; recognize new opportunities for community service; be actively involved and visible in local community activities.

58. (1.17)(1.78) Willingly use community resources as labs and facilities.

79. (1.22)(1.37) Show knowledge that the key success criterion of vocational programs is successful placement.

84. (1.30)(1.69) Understand that program outcome, rather than course enrollment, is the primary evaluative criterion of occupational education.

91. (1.12)(1.77) Attract and select an effective instructional staff and be skilled in interviewing (including knowledge of interviewing techniques).

92. (1.24)(1.37) Follow local policies for hiring and assigning substitutes, evening and part-time staff, and student aides, as well as those for sick leave and hourly pay periods.

APPENDIX F (continued)

94.	(1.13)(1.33)	Treat occupational staff fairly in terms of pay, benefits, and faculty status by establishing sound criteria for staff selection, assignment and pay.
98.	(1.28)(@.53)	Understand the ramifications of the Fair Labor Standards Act, Civil Rights Act of 1964, and laws relating to employment in federally-funded programs.
100.	(1.19)(1.91)	Show knowledge of budgeting procedures, including cost projections and justifications; exercise fiscal control with a sense of cost consciousness and accountability.
109.	(1.30)(1.98)	Recommend on all matters relating to facilities acquisition and development, including planning and construction of buildings and/or equipment, and implement such matters when approved by the board.
114.	(1.22)(2.37)	Administer all special occupational education programs funded by outside agencies.
115.	(1.17)(2.07)	Use knowledge of A.D.A., W.S.C.H., and F.T.E. unique to occupational education.
123.	(1.48)(1.82)	Use knowledge of support service systems, including: personal and vocational counseling and guidance, comprehensive career education centers, classified staff, use of paraprofessionals, students with special needs (disadvantaged and handicapped), placement, and financial aid.
139.	(1.38)(1.98)	Demonstrate in-depth knowledge of areas supervised.

APPENDIX G: STATEMENTS THAT HAD A MEAN BETWEEN 1.50 AND 2.00, BUT WHICH DID NOT MEET THE CRITERION OF REFERRING PRIMARILY TO OCCUPATIONAL EDUCATION.

31. (1.94)(2.69) Exhibit skill in interpreting computer-generated data and in using using computer systems to advantage.

33. (1.62)(2.74) Recognize the importance of statistical data and administer or work with the Office of Research in order to generally evaluate and improve programs.

34. (1.70)(2.58) Effectively utilize the expertise of a project writer and understand the value of such a person.

35. (1.58)(2.15) Develop and utilize data on such as job success and failure of former students, salaries, student and employer perceptions of programs, and be aware of the importance of the confidentiality of data.

67. (1.97)(2.55) Develop and maintain effective public relations procedures, techniques, and programs; produce articles for newspapers, and appear on television or radio.

75. (1.88)(2.25) Develop new programs under adverse conditions, including budget and academic opposition.

76. (1.80)(2.47) Show knowledge of common areas of different programs, so they may be fitted into clusters and not thought of as separate entities.

78. (1.73)(2.04) Plan and organize viable programs of manpower training, re-training, apprenticeship, and work experience, including field visits and in-service.

81. (1.81)(2.25) Use data on graduates' skills, equipment, and vocational abilities.

82. (1.66)(1.88) Participate in the development and implementation of evaluation systems and criteria for instructional and departmental programs, determining if they have measurable objectives.

83. (1.78)(1.83) Exhibit an in-depth knowledge of learning theory and teaching styles so as to effectively recommend new instructional technology.

93. (1.60)(2.55) Show knowledge of or experience in collective bargaining, handling grievance procedures, contracts, contract administration, and affirmative action and dealing with same in a constructive, fair manner.

95. (1.97)(1.71) Recognize appropriateness of and utilize different types of teaching techniques for different situations.

96. (1.85)(1.77) Understand the need for support personnel (stock clerks, lab assistants, etc.), even for small classes, and show experience in personnel services.

APPENDIX G (continued)

97. (1.71)(1.44) Demonstrate a strong working relationship with faculty members with whom one often mingles on site.

99. (1.77)(2.67) Exhibit knowledge of the writing and financial aspects of contracts; e.g., for off-campus instruction and facilities use.

101. (1.51)(1.97) Deal willingly with competing claims for resources and support costly programs that are achieving their purposes.

104. (1.70)(2.07) Participate in the development and implementation of evaluation systems and criteria for management, certificated, classified, and technical personnel.

108. (1.82)(1.43) Undertake facilities analysis and department needs surveys, in order to assist in the selection, purchase, and repair or replacement of existing equipment and facilities, and recognize adequate facilities and equipment.

110. (1.97)(2.75) Write specifications and prepare claims.

116. (1.91 (2.00) Coordinate an annual evaluation of the college catalog and other instructional program brochures, manuals, and publications, and make necessary revisions.

121. (1.90)(1.35) Understand the special motivating factors and objectives of the occupational education student, as well as his or her academic needs.

122. (1.78)(1.82) Show in-depth knowledge of different student population needs and a sensitivity to the values, goals, and needs of students of differing cultural backgrounds.

131. (1.87)(2.10) Organize and successfully support or run a continuing, effective professional improvement and staff development in-service program for faculty, part-time, and services staff.

143. (1.72)(2.85) Show possession of or eligibility for a valid California community college administrative officer's credential (master's degree or higher).

APPENDIX H

The Consortium and coordinators of the ODCOE project wish to thank the following people for completing all four rounds, thereby providing consistent and valuable input. They represent 42 colleges, 5 district offices, and 1 Chancellor's regional office.

Name	College/District
Frances Conn	Allan Hancock College
Ray H. Mills	Allan Hancock College
Marvin Heupel	Allan Hancock College
George Boggs	Butte College
J. William Wenrich	Canada College
Ralph A. Porter	Chaffey College
Barton L. Bartel	Citrus College
Jerry L. Valenta	Compton Community College
Omar H. Scheidt	Cypress College
Beverly Reardon	Diablo Valley College
Robert Holcomb	East Los Angeles College
George A. Wistreich	East Los Angeles College
G. Theodore Elmgren, Jr.	El Camino College
Warren Enos	Ohlone College
R. J. Melone, Jr.	Gavilan College
Lorin Smith	Gavilan College
Emilie Duggan	Grossmont College
John A. DePaoli, Jr.	Imperial Valley College
James Duke	Lake Tahoe Community College
Edward L. Donovan	Lake Tahoe Community College
Richard R. Hooker	Laney College
Robert T. Shepherd	Lassen College
Stephen M. Epler	Long Beach City College
Steve Schall	Los Angeles City College
Charlene Carnachan	Los Angeles City College
James Clines	Los Angeles Harbor College
Carlos Nava	Los Angeles Mission College
William Halby	Los Angeles Pierce College
Russell Williams	Los Angeles Southwest College
Joseph E. Berruezo	College of Marin

Appendix H (continued)

Name	College/District
Robert J. Barnett	Mendocino College
D. L. Puckering	Mendocino College
Robert N. Huber	Modesto Junior College
Benton Caldwell	Mount San Jacinto College
Walter F. L. Brown	Palomar College
George W. Pennell	Palo Verde College
Earl F. Schlick	Palo Verde College
Robert H. Nickolaisen	Palo Verde College
J. B. Hargis	Porterville College
Cecil Green	Riverside City College
Harry C. Smith	San Bernardino Valley College
Robert R. Arnold	San Diego Mesa College
Richard Massa	San Diego Mesa College
Jules Fraden	City College of San Francisco
Sidney Messer	City College of San Francisco
Lou Batmale	San Francisco Community College District
Gregory S. Ohanneson	San Jose City College
F. R. Martinez	Cuesta College
Edwin M. Pearce	Cuesta College
W. E. English	Cuesta College
Robert Pollack	College of the Canyons
Henry C. Endler	College of the Canyons
Marty Jack, Jr.	Sierra College
Harry Beck	College of the Siskiyous
Gerald M. Simoni	Solano Community College
Carl S. Everett	Solano Community College
George P. Wolf	Southwestern College
John L. Smithson	Ventura College
Norman E. Watson	Coast Community College District
Nathan H. Boortz	Foothill-DeAnza Community College District
Clinton R. Hamann	San Diego Community College District
John S. Hansen	State Center Community College District
Patricia C. Hertert	Yosemite Community College District
Gerald D. Cresci	Chancellor's Office, Los Angeles
Ralph E. Mathews	Chancellor's Office, Los Angeles
Ted S. Spyolt	Chancellor's Office, Los Angeles
Marjorie E. Gardner	Chancellor's Office, Los Angeles

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